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EDEXCEL INTERNATIONAL GCSE HISTORY: QUESTIONS BY TOPIC

Breadth Studies in Change

International GCSE History · Paper 2 Section B

120 questions · 3600 marks · Mark schemes included

Pearson Edexcel International GCSE (9–1) History 4HI1, Papers 1 & 2 (all variants), June 2019 - June 2025

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HOW TO USE THIS BOOKLET

Questions are grouped by sub-topic (depth study, investigation or breadth study), oldest paper first.
Click any heading or question row below to jump straight to it.
On every question page, click ANSWER in the top-right corner to jump to its mark scheme.
Diagrams, graphs, tables and data are printed exactly as they appeared in the original papers.

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QUESTIONS

120 questions · 3600 marks · grouped by sub-topic

SUB-TOPIC

AMERICA: FROM NEW NATION TO DIVIDED UNION, 1783–1877

16 questions in this booklet

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

(a) Explain **TWO** ways in which the government of the USA before the Connecticut Compromise (1787) was different from the government of the USA after the Connecticut Compromise.

(6)

(b) Explain **TWO** causes of the disagreements between Federalists and Anti-federalists in the years 1787–89.

(8)

EITHER

(c) (i) How far did the position of black Americans in the USA change in the years 1850–1877?

You may use the following in your answer:

- the Kansas-Nebraska Act (1854)
- the Freedmen's Bureau (1865).

You **must** also use information of your own.

(16)

OR

(c) (ii) How far was the Civil War (1861–65) the key turning point in relations between the Southern and Northern States of the USA in the years 1850–77?

You may use the following in your answer:

- the Compromise of 1850
- the Civil War (1861–65).

You **must** also use information of your own.

(16)

(Total for Question B1 = 30 marks)

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

(a) Explain **TWO** ways in which the position of black Americans in the Southern States of the USA in 1809 was similar to the position of black Americans in the Southern States of the USA in 1870.

(6)

(b) Explain **TWO** causes of the signing of the Connecticut Compromise (1787).

(8)

EITHER

(c) (i) How far did relations between the Southern and Northern States of the USA change in the years 1820–54?

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.

(16)

OR

(c) (ii) How far did the position of Native Americans in the USA change in the years 1830–77?

You may use the following in your answer:

- the Indian Removal Act (1830)
- Grant's Peace Policy.

You **must** also use information of your own.

(16)

(Total for Question B1 = 30 marks)

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

(a) Explain **TWO** ways in which 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.

(6)

(b) Explain **TWO** causes of the Civil War.

(8)

EITHER

(c) (i) How far was the belief in Manifest Destiny the 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.

(16)

OR

(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.

(16)

(Total for Question B1 = 30 marks)

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

(a) Explain **TWO** ways in which States' Rights in 1783 were different from States' Rights in 1800.

(6)

(b) Explain **TWO** causes of the Union's success in the Civil War.

(8)

EITHER

(c) (i) How far did the reasons for Westward expansion change in the years 1803–49?

You may use the following in your answer:

- the Louisiana Purchase (1803)
- Manifest Destiny.

You **must** also use information of your own.

(16)

OR

(ii) How far did the work of the Freedmen's Bureau have the most significant impact in changing the position of Black Americans in the years 1850–77?

You may use the following in your answer:

- the compromise of 1850
- the Freedmen's Bureau.

You **must** also use information of your own.

(16)

(Total for Question B1 = 30 marks)

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

(a) Explain **TWO** ways in which the economy of the Southern States of the USA in the 1850s was different from the economy of the Southern States after the Civil War.

(6)

(b) Explain **TWO** causes of the failure of Grant's Peace Policy towards Native Americans.

(8)

EITHER

(c) (i) How far was opposition from Native Americans the main problem for Westward expansion in the years 1803–49?

You may use the following in your answer:

- opposition from Spain
- opposition from Native Americans.

You **must** also use information of your own.

(16)

OR

(ii) How significant was the Kansas-Nebraska Act in changing relations between Northern States and Southern States in the USA in the years 1850–77?

You may use the following in your answer:

- the Kansas-Nebraska Act (1854)
- the Reconstruction Act (1867).

You **must** also use information of your own.

(16)

(Total for Question B1 = 30 marks)

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

(a) Explain **TWO** ways in which the position of black Americans in 1857 was different from the position of black Americans in 1877.

(6)

(b) Explain **TWO** causes of tensions between large and small states in the 1780s.

(8)

EITHER

(c) (i) How far was Jefferson's presidency the reason for worsening relations between the Northern and Southern States in the years 1800–70?

You may use the following in your answer:

- Jefferson's presidency
- the Kansas-Nebraska Act (1854).

You **must** also use information of your own.

(16)

OR

(ii) How far was the Missouri Compromise the key turning point in dealing with the problems caused by Westward expansion in the years 1803–49?

You may use the following in your answer:

- the Missouri Compromise (1820)
- Manifest Destiny.

You **must** also use information of your own.

(16)

(Total for Question B1 = 30 marks)

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

(a) Explain **TWO** ways in which attitudes to federal government before Shays' Rebellion (1786) were different from attitudes to federal government after Shays' Rebellion.

(6)

(b) Explain **TWO** causes of Custer's defeat in the Battle of the Little Bighorn (1876).

(8)

EITHER

(c) (i) How significant was the Louisiana Purchase for the Westward expansion of the United States in the years 1803–61?

You may use the following in your answer:

- the Louisiana Purchase (1803)
- the California Gold Rush (1849).

You **must** also use information of your own.

(16)

OR

(ii) How far was the Civil War the key turning point in settling the issues created by slavery in the years 1850–77?

You may use the following in your answer:

- the Compromise of 1850
- the Civil War.

You **must** also use information of your own.

(16)

(Total for Question B1 = 30 marks)

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

(a) Explain **TWO** ways in which the position of Native Americans in the USA in 1865 was similar to the position of Native Americans in the USA in 1877.

(6)

(b) Explain **TWO** causes of the passing of the Kansas-Nebraska Act of 1854.

(8)

EITHER

(c) (i) How far did the federal government increase its powers in the years 1787–1820?

You may use the following in your answer:

- the Constitutional Convention (1787)
- the Missouri Compromise (1820).

You **must** also use information of your own.

(16)

OR

(ii) How far did the reasons for opposition to Westward expansion change in the years 1803–49?

You may use the following in your answer:

- opposition from Spain
- the Trail of Tears.

You **must** also use information of your own.

(16)

(Total for Question B1 = 30 marks)

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

(a) Explain **TWO** ways in which the position of Black Americans in the USA before the setting up of the Freedmen's Bureau in 1865 was different from the position of Black Americans in the USA after the setting up of the Freedmen's Bureau.

(6)

(b) Explain **TWO** causes of the North setting up a naval blockade of the Southern states in 1861.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How significant was the Kansas-Nebraska Act in the changing relationship between the states of the USA in the years 1787–1861?

You may use the following in your answer:

- the Connecticut Compromise (1787)
- the Kansas-Nebraska Act (1854).

You **must** also use information of your own.

OR

(ii) How significant was the Indian Removal Act in overcoming the problems posed by Westward expansion of the USA in the years 1803–50?

You may use the following in your answer:

- the Indian Removal Act (1830)
- Mexican opposition.

You **must** also use information of your own.

(16)

(Total for Question B1 = 30 marks)

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

(a) Explain **TWO** ways in which the position of black Americans in the USA in 1865 was similar to the position of black Americans in the USA in 1877.

(6)

(b) Explain **TWO** causes of discontent with the Supreme Court's decision in the Dred Scott case (1857).

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did disagreements over the Constitution change in the years 1783–1809?

You may use the following in your answer:

- the Constitutional Convention (1787)
- Jefferson's presidency.

You **must** also use information of your own.

(16)

OR

(ii) How far was government policy the main reason for Westward expansion in the years 1803–49?

You may use the following in your answer:

- the Indian Removal Act (1830)
- the California Gold Rush (1849).

You **must** also use information of your own.

(16)

(Total for Question B1 = 30 marks)

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

(a) Explain **TWO** ways in which westward expansion after the Louisiana Purchase was different from westward expansion before the Louisiana Purchase.

(6)

(b) Explain **TWO** causes of the failure of Grant's Peace Policy towards Native Americans.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far was Jefferson's presidency (1801–09) the most significant factor in changing the powers of the Federal government in the years 1783–1809?

You may use the following in your answer:

- the Bill of Rights (1791)
- Jefferson's presidency.

You **must** also information of your own.

(16)

OR

(ii) How far was the Missouri Compromise the key turning point in relations between slaveholding states and slave-free states in the years 1820–61?

You may use the following in your answer:

- the Missouri Compromise (1820)
- the outbreak of civil war (1861).

You **must** also use information of your own.

(16)

(Total for Question B1 = 30 marks)

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

(a) Explain **TWO** ways in which the economy of the Southern states of the USA in 1861 was different from the economy of the Southern states of the USA in 1865.

(6)

(b) Explain **TWO** causes of the opposition to Westward expansion in the years 1803–49.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How significant was Shays' Rebellion in bringing about a change in the power of the Federal Government in the years 1783–1820?

You may use the following in your answer:

- Shays' Rebellion (1786–87)
- the Missouri Compromise (1820).

You **must** also use information of your own.

(16)

OR

(ii) How far were the problems faced by black Americans overcome in the years 1850–77?

You may use the following in your answer:

- the Dred Scott case (1857)
- the Civil Rights Acts (1866 and 1875).

You **must** also use information of your own.

16)

(Total for Question B1 = 30 marks)

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

(a) Explain **TWO** ways in which the rights of the individual before the Bill of Rights (1791) were different from the rights of the individual after the Bill of Rights.

(6)

(b) Explain **TWO** causes of Jefferson's '1800 Revolution'.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did the problems of settling the West change in the years 1803–49?

You may use the following in your answer:

- Native Americans
- the annexation of Texas.

You **must** also use information of your own.

(16)

OR

(ii) How far did life improve for black Americans in the USA in the years 1850–77?

You may use the following in your answer:

- the Civil War
- the 1877 Compromise.

You **must** also use information of your own.

(16)

(Total for Question B1 = 30 marks)

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

(a) Explain **TWO** ways in which the way the USA was governed before the presidency of Jefferson (1801–09) was different from the way the USA was governed after his presidency.

(6)

(b) Explain **TWO** causes of the failure of Grant's Peace Policy (1868) to improve conditions for Native Americans.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How significant were agreements between the United States and other countries in overcoming the problems posed by westward expansion in the years 1803–49?

You may use the following in your answer:

- the Louisiana Purchase (1803)
- Native Americans.

You **must** also use information of your own.

(16)

OR

(ii) How far was the Civil War the most significant event in changing the status of Black Americans in the years 1850–77?

You may use the following in your answer:

- the Fugitive Slave Act (1850)
- the Civil War (1861–65).

You **must** also use information of your own.

(16)

(Total for Question B1 = 30 marks)

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

(a) Explain **TWO** ways in which the position of Native Americans before the Indian Removal Act (1830) was different from their position after the Act.

(6)

(b) Explain **TWO** causes of opposition to US westward expansion from other nations in the years 1809–49.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did the powers of the Federal Government increase in the years 1783–1809?

You may use the following in your answer:

- the US Constitution (1789)
- Jefferson's Presidency.

You **must** also use information of your own.

(16)

OR

(ii) How far was the Civil War the key turning point in the changing relations between the Northern and Southern States of the USA in the years 1850–77?

You may use the following in your answer:

- the Compromise of 1850
- the Civil War.

You **must** also use information of your own.

(16)

(Total for Question B1 = 30 marks)

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

(a) Explain **TWO** ways in which relationships between the US Government and Native Americans in 1803 were different from relationships between the US Government and Native Americans in 1849.

(6)

(b) Explain **TWO** causes of the failure of Custer's Last Stand (1876).

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How significant was Jefferson's Presidency in attempts to increase the role of the Federal Government in the years 1783–1809?

You may use the following in your answer:

- the Constitutional Convention (1787)
- Jefferson's Presidency.

You **must** also use information of your own.

(16)

OR

(ii) How significant was the Reconstruction Act (1867) in changing relations between the Northern and Southern States of the USA in the years 1850–77?

You may use the following in your answer:

- the Dred Scott case (1857)
- the Reconstruction Act (1867).

You **must** also use information of your own.

(16)

(Total for Question B1 = 30 marks)

SUB-TOPIC

CHANGES IN MEDICINE, C1848–C1948

16 questions in this booklet

B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which the role of women in medical care during the First World War was similar to the role of women in medical care during the Second World War.

(6)

(b) Explain **TWO** causes of the introduction of the National Health Service (NHS) in 1948.

(8)

EITHER

(c) (i) How far were scientific discoveries responsible for changes in public health provision in the years 1848–75?

You may use the following in your answer:

- Pasteur's germ theory (1861)
- the Public Health Act (1875).

You **must** also use information of your own.

(16)

OR

(c) (ii) How significant was the work of Robert Koch in improvements in medicine in the years 1860–1914?

You may use the following in your answer:

- Robert Koch's work on bacteriology
- the magic bullet.

You **must** also use information of your own.

(16)

(Total for Question B2 = 30 marks)

B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which blood transfusions in 1905 were different from blood transfusions in 1920.

(6)

(b) Explain **TWO** causes of improvements in surgery in the years 1860–1905.

(8)

EITHER

(c) (i) How significant was Elizabeth Garrett in developing the role of women in medicine in the years 1848–1920?

You may use the following in your answer:

- Elizabeth Garrett
- the First World War.

You **must** also use information of your own.

(16)

OR

(c) (ii) How significant was the work of Alexander Fleming in improvements in medical treatment in the years 1920–48?

You may use the following in your answer:

- Alexander Fleming
- the NHS.

You **must** also use information of your own.

(16)

(Total for Question B2 = 30 marks)

B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which surgery during the First World War was different from surgery during the Second World War.

(6)

(b) Explain **TWO** causes of the progress of women in medicine in the years 1848–76.

(8)

EITHER

(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.

(16)

OR

(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.

(16)

(Total for Question B2 = 30 marks)

B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which the Public Health Act of 1848 was different from the Public Health Act of 1875.

(6)

(b) Explain **TWO** causes of improvements in care in hospitals in the years 1848–75.

(8)

EITHER

(c) (i) How far did the understanding of the cause of disease change in the years 1848–1905?

You may use the following in your answer:

- the bad air theory
- the germ theory.

You **must** also use information of your own.

(16)

OR

(ii) How significant was the First World War for developments in surgery in the years 1914–48?

You may use the following in your answer:

- transfusions
- plastic surgery.

You **must** also use information of your own.

(16)

(Total for Question B2 = 30 marks)

B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which government involvement in public health in 1860 was different from government involvement in public health in 1875.

(6)

(b) Explain **TWO** causes of the dangers in surgery in the years 1848–60.

(8)

EITHER

(c) (i) How significant was warfare in bringing about changes in medicine in the years 1875–1920?

You may use the following in your answer:

- Koch's discoveries
- plastic surgery in the First World War.

You **must** also use information of your own.

(16)

OR

(ii) How far did medical treatment change in the years 1914–48?

You may use the following in your answer:

- the treatment of burns
- penicillin.

You **must** also use information of your own.

(16)

(Total for Question B2 = 30 marks)

B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which ideas about the causes of disease in 1848 were different from ideas about the causes of disease in 1875.

(6)

(b) Explain **TWO** causes of the improvements in medical treatment in the years 1920–48.

(8)

EITHER

(c) (i) How far did surgery change in the years 1875–1920?

You may use the following in your answer:

- aseptic surgery
- X-rays.

You **must** also use information of your own.

(16)

OR

(ii) How far did war change the role of women in medicine in the years 1914–45?

You may use the following in your answer:

- nursing
- the Second World War.

You **must** also use information of your own.

(16)

(Total for Question B2 = 30 marks)

B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which surgery in 1905 was different from surgery in 1920.

(6)

(b) Explain **TWO** causes of the development of penicillin in the years 1920–48.

(8)

EITHER

(c) (i) How far did medical treatment change in the years 1848–75?

You may use the following in your answer:

- hospitals
- antiseptics.

You **must** also use information of your own.

(16)

OR

(ii) How far did public health provision change in the years 1848–75?

You may use the following in your answer:

- the Public Health Act (1848)
- the work of Snow.

You **must** also use information of your own.

(16)

(Total for Question B2 = 30 marks)

B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which government action in public health in 1875 was different from government action in public health in 1911.

(6)

(b) Explain **TWO** causes of the progress of women in medicine in the years 1914–48.

(8)

EITHER

(c) (i) How significant was the germ theory in changing the understanding of the causes of ill health the years 1848–75?

You may use the following in your answer:

- the work of Chadwick
- the germ theory.

You **must** also use information of your own.

(16)

OR

(ii) How significant was Lister to developments in surgery in the years 1848–1905?

You may use the following in your answer:

- the use of chloroform
- Lister.

You **must** also use information of your own.

(16)

(Total for Question B2 = 30 marks)

B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which surgery in 1848 was different from surgery in 1875.

(6)

(b) Explain **TWO** causes of the problems of medical treatment for soldiers in the First World War.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How significant was Florence Nightingale in developing the role of women in medicine in the years 1848–75?

You may use the following in your answer:

- Florence Nightingale
- Elizabeth Garrett.

You **must** also use information of your own.

(16)

OR

(ii) How far were developments in science and technology responsible for changes in medicine in the years 1920–48?

You may use the following in your answer:

- fighting infection
- the NHS.

You **must** also use information of your own.

(16)

(Total for Question B2 = 30 marks)

B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which the role of women in medical care in 1875 was different from the role of women in medical care in the First World War.

(6)

(b) Explain **TWO** causes of the improvements in surgery in the years 1848–75.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How significant was the role of government in improving public health provision in the years 1860–1905?

You may use the following in your answer:

- the Public Health Act (1875)
- the work of Koch.

You **must** also use information of your own.

(16)

OR

(ii) How significant was warfare in bringing about changes in surgery in the years 1905–48?

You may use the following in your answer:

- x-rays
- the Second World War.

You **must** also use information of your own.

(16)

(Total for Question B2 = 30 marks)

B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which the Public Health Act of 1848 was similar to the Public Health Act of 1875.

(6)

(b) Explain **TWO** causes of the lack of progress in medical treatment in the years 1848–60.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How significant was the use of radioactivity in bringing improvements in medical treatment in the years 1875–1920?

You may use the following in your answer:

- Ehrlich
- the use of radioactivity.

You **must** also use information of your own.

(16)

OR

(ii) How far did the role of women in medicine change in the years 1875–1920?

You may use the following in your answer:

- Elizabeth Garrett
- the First World War.

You **must** also use information of your own.

(16)

(Total for Question B2 = 30 marks)

B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which the role of local authorities in public health after 1875 was different from their role in public health before 1875.

(6)

(b) Explain **TWO** causes of improvements in surgery in the years 1865–1905.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far was it Florence Nightingale who made the most significant contribution by a woman to the development of medicine in the years 1860–1920?

You may use the following in your answer:

- Florence Nightingale
- Marie Curie.

You **must** also use information of your own.

(16)

OR

(ii) How far was the founding of the National Health Service (NHS) the most significant development in improving medical treatment in the years 1920–48?

You may use the following in your answer:

- plastic surgery
- the NHS.

You **must** also use information of your own.

(16)

(Total for Question B2 = 30 marks)

B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which hospitals in 1948 were different from hospitals in 1920.

(6)

(b) Explain **TWO** causes of the increasing effectiveness of blood transfusions in the years 1900–20.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How significant were developments in science and technology in improving health in the years 1848–75?

You may use the following in your answer:

- the Public Health Act, 1848
- germ theory.

You **must** also use information of your own.

(16)

OR

(ii) How far did Public Health provision improve in the years 1860–1911?

You may use the following in your answer:

- germ theory
- School Meals Act (1906).

You **must** also use information of your own.

(16)

(Total for Question B2 = 30 marks)

B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which provision for the health of children before the reforms of the Liberal governments (1906–11) was different from provision for the health of children after the reforms.

(6)

(b) Explain **TWO** causes of the passing of the Public Health Act in 1848.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far were the dangers involved in surgery overcome in the years 1848–1905?

You may use the following in your answer:

- chloroform
- ligatures.

You **must** also use information of your own.

(16)

OR

(ii) How far was the First World War the most important factor in the development of medicine in the years 1905–45?

You may use the following in your answer:

- the First World War
- Florey and Chain.

You **must** also use information of your own.

(16)

(Total for Question B2 = 30 marks)

B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which the provision for public health in 1948, before the introduction of the NHS, was different from the provision for public health after its introduction.

(6)

(b) Explain **TWO** causes of the lower death rate from surgery in the years 1848–1905.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did public health provision improve in the years 1848–1911?

You may use the following in your answer:

- the Public Health Act (1848)
- the School Medical Service (1907).

You **must** also use information of your own.

(16)

OR

(ii) How far were technological advances the main reason for improvements in surgery in the years 1905–45?

You may use the following in your answer:

- X-rays
- the Second World War.

You **must** also use information of your own.

(16)

(Total for Question B2 = 30 marks)

B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which nursing in 1848 was different from nursing in 1860.

(6)

(b) Explain **TWO** causes of the dangers in surgery in 1848.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How significant was Elizabeth Garrett in developing the role of women in medicine in the years 1860–1914?

You may use the following in your answer:

- Elizabeth Garrett
- Marie Curie.

You **must** also use information of your own.

(16)

OR

(ii) How far was success in the fight against infection the most significant development in medical treatment in the years 1920–48?

You may use the following in your answer:

- the fight against infection
- the NHS.

You **must** also use information of your own.

(16)

(Total for Question B2 = 30 marks)

SUB-TOPIC

CHINA: CONFLICT, CRISIS AND CHANGE, 1900–89

16 questions in this booklet

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

(a) Explain **TWO** ways in which government attitudes towards education under Mao were different from government attitudes towards education under Deng.

(6)

(b) Explain **TWO** causes of the Democracy Movement (1979).

(8)

EITHER

(c) (i) How significant was the Long March in changing the position of the communists in China in the years 1921–49?

You may use the following in your answer:

- the Long March (1934–35)
- the war against Japan (1937–45).

You **must** also use information of your own.

(16)

OR

(c) (ii) How far was the Agrarian Reform Law the key turning point in the way agriculture was organised in the years 1949–89?

You may use the following in your answer:

- the Agrarian Reform Law (1950)
- Deng's agricultural reforms.

You **must** also use information of your own.

(16)

(Total for Question B4 = 30 marks)

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

(a) Explain **TWO** ways in which the position of the Chinese Communist party in 1926 was different from the position of the Chinese Communist party in 1935.

(6)

(b) Explain **TWO** causes of the 1911 Revolution.

(8)

EITHER

(c) (i) How far did the way in which China was governed change in the period 1949–78?

You may use the following in your answer:

- the Communist victory, 1949
- the Gang of Four.

You **must** also use information of your own.

(16)

OR

(c) (ii) How far did the lives of Chinese peasants change in the period 1950–89?

You may use the following in your answer:

- collectivisation
- the 'one-child policy'.

You **must** also use information of your own.

(16)

(Total for Question B4 = 30 marks)

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

(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.

(6)

(b) Explain **TWO** causes of the Agrarian Reform Law (1950).

(8)

EITHER

(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 (1952–57)
- westernisation under Deng.

You **must** also use information of your own.

(16)

OR

(ii) How far did China's society change in the years 1956–89?

You may use the following in your answer:

- the Hundred Flowers Campaign
- the Democracy Movement (1979).

You **must** also use information of your own.

(16)

(Total for Question B4 = 30 marks)

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

(a) Explain **TWO** ways in which the way China was governed before 1911 was different from the way China was governed after 1911

(6)

(b) Explain **TWO** causes of the attack on landlords after Mao became leader of China in 1949.

(8)

EITHER

(c) (i) How far did opposition to the Chinese government change in the period 1919 to the beginning of the People's Republic of China in October 1949?

You may use the following in your answer:

- the May the Fourth Movement (1919)
- the Civil War (1946–49).

You **must** also use information of your own.

(16)

OR

(ii) How far did China's economy change in the years 1953–89?

You may use the following in your answer:

- the Great Leap Forward (1958)
- privatisation under Deng.

You **must** also use information of your own.

(16)

(Total for Question B4 = 30 marks)

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

(a) Explain **TWO** ways in which the attitude of students towards the government during the Cultural Revolution was different from the attitude of students towards the government in 1989.

(6)

(b) Explain **TWO** causes of the Shanghai Massacres (1927).

(8)

EITHER

(c) (i) How far was Mao's leadership the reason for the increased strength of the Chinese Communist Party in the years 1921–49?

You may use the following in your answer:

- the Guomindang
- Mao's leadership.

You **must** also use information of your own.

(16)

OR

(ii) How far was Deng's modernisation policy the key turning point in the economic transformation of China in the years 1949–89?

You may use the following in your answer:

- the First Five-year Plan (1953–57)
- Deng's modernisation policy.

You **must** also use information of your own.

(16)

(Total for Question B4 = 30 marks)

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

(a) Explain **TWO** ways in which the way Mao dealt with political opposition was similar to the way Deng dealt with political opposition.

(6)

(b) Explain **TWO** causes of the unpopularity of the 'Gang of Four' in China.

(8)

EITHER

(c) (i) How significant was the Chinese Communist Party in weakening the Guomindang in the years 1912–49?

You may use the following in your answer:

- the Chinese Communist Party
- the Warlords.

You **must** also use information of your own.

(16)

OR

(ii) How far did the position of women in China change in the years 1949–89?

You may use the following in your answer:

- the 1950 Marriage Law
- birth control.

You **must** also use information of your own.

(16)

(Total for Question B4 = 30 marks)

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

(a) Explain **TWO** ways in which the role of women in China in 1949 was different from the role of women in China in 1963.

(6)

(b) Explain **TWO** causes of student unrest in China in the years 1986–89.

(8)

EITHER

(c) (i) How far did the influence of the Soviet Union in China change in the years 1921–89?

You may use the following in your answer:

- the United Front
- the Sino-Soviet split.

You **must** also use information of your own.

(16)

OR

(ii) How far was the first Five-year Plan the key turning point in China's economy in the years 1949–89?

You may use the following in your answer:

- the first Five-year Plan
- Deng's economic policies.

You **must** also use information of your own.

(16)

(Total for Question B4 = 30 marks)

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

(a) Explain **TWO** ways in which Chinese industry during the first Five-year Plan (1952–57) was different from Chinese industry under Deng.

(6)

(b) Explain **TWO** causes of the victory of the CCP in the Civil War (1946–49).

(8)

EITHER

(c) (i) How far did foreign influences on China change in the years 1900–45?

You may use the following in your answer:

- the Boxer Uprising (1900)
- the war with Japan (1937–45).

You **must** also use information of your own.

(16)

OR

(ii) How far did Chinese society change in the years 1949–76?

You may use the following in your answer:

- the Marriage Law (1950)
- education.

You **must** also use information of your own.

(16)

(Total for Question B4 = 30 marks)

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

(a) Explain **TWO** ways in which agriculture in China in 1949 was different from agriculture in China in 1963.

(6)

(b) Explain **TWO** causes of the Three- and Five-anti Campaigns.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far was the Long March the key turning point in the strength of the Chinese Communist Party in the years 1921–54?

You may use the following in your answer:

- the Long March
- Khrushchev's visit to China (1954).

You **must** also use information of your own.

(16)

OR

(ii) In the years 1965–89, how far was the introduction of the one-child policy in 1979 the most significant event in changing the daily lives of Chinese people?

You may use the following in your answer:

- the Cultural Revolution
- the one-child policy.

You **must** also use information of your own.

(16)

(Total for Question B4 = 30 marks)

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

(a) Explain **TWO** ways in which Mao's position in China before the Cultural Revolution was different from Mao's position in China in 1969 at the height of the Cultural Revolution.

(6)

(b) Explain **TWO** causes of Mao's introduction of the Hundred Flowers Campaign.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did the way China was governed change in the years 1911–49?

You may use the following in your answer:

- the 1911 Revolution
- the end of the Civil War (1949).

You **must** also use information of your own.

(16)

OR

(ii) How far were Deng's reforms the most important change in China's industry in the years 1952–89?

You may use the following in your answer:

- the first Five-year Plan (1952–57)
- changes to industry under Deng.

You **must** also use information of your own.

(16)

(Total for Question B4 = 30 marks)

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

(a) Explain **TWO** ways in which education in China in 1965 before the Cultural Revolution was different from education in China in 1976 after the Cultural Revolution.

(6)

(b) Explain **TWO** causes of the overthrow of the Qing dynasty in 1911.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far, in the years 1927–49, was the threat from Japan the reason why the Guomindang government lost control in China?

You may use the following in your answer:

- the Long March
- the battle of Huai-Hai.

You **must** also use information of your own.

(16)

OR

(ii) How far was greater involvement in politics the most significant change in the role of women in China in the years 1949–76?

You may use the following in your answer:

- involvement in politics
- birth control.

You **must** also use information of your own.

(16)

(Total for Question B4 = 30 marks)

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

(a) Explain **TWO** ways education before Deng's reforms was different from education after Deng's reforms.

(6)

(b) Explain **TWO** causes of Deng's actions against the protesters in Tiananmen Square in 1989.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did life for people working in agriculture change in the years 1949–76?

You may use the following in your answer:

- landlords
- the Great Leap Forward.

You **must** also use information of your own.

(16)

OR

(ii) How far did Chinese industry change in the years 1949–76?

You may use the following in your answer:

- heavy industry
- the Great Leap Forward.

You **must** also use information of your own.

(16)

(Total for Question B4 = 30 marks)

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

(a) Explain **TWO** ways in which the position of the Communists in China after the Battle of Huai-Hai (1948) was different from the position of the Communists before the battle.

(6)

(b) Explain **TWO** causes of the introduction of the Great Leap Forward in 1958.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did the threats faced by Chinese governments change in the years 1900–37?

You may use the following in your answer:

- the 1911 Revolution
- the Communists.

You **must** also use information of your own.

(16)

OR

(ii) How far did China's economy strengthen in the years 1965–89?

You may use the following in your answer:

- the Cultural Revolution
- Deng's agricultural reforms.

You **must** also use information of your own.

(16)

(Total for Question B4 = 30 marks)

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

(a) Explain **TWO** ways in which Mao's position as a political leader after the Civil War was similar to his position before the Civil War.

(6)

(b) Explain **TWO** causes of the attack on agricultural landlords in 1950.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did challenges to China's government change in the years 1925–49?

You may use the following in your answer:

- the Warlords
- war with Japan (1937–45).

You **must** also use information of your own.

(16)

OR

(ii) How far was a greater involvement in China's economic life the most significant change in women's lives in the years 1949–76?

You may use the following in your answer:

- collectivisation
- marriage rights.

You **must** also use information of your own.

(16)

(Total for Question B4 = 30 marks)

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

(a) Explain **TWO** ways in which education in China during the Cultural Revolution was different from education in China in 1989.

(6)

(b) Explain **TWO** causes of the introduction of the Thought Reform Campaign in 1951.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did opposition to the governments of China change in the years 1911–45?

You may use the following in your answer:

- the 1911 Revolution
- Japan.

You **must** also use information of your own.

(16)

OR

(ii) How far was the attack on landlords, in 1950, the most important feature of changes in Chinese agriculture in the years 1949–89?

You may use the following in your answer:

- the attack on landlords
- Deng's reforms.

You **must** also use information of your own.

(16)

(Total for Question B4 = 30 marks)

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

(a) Explain **TWO** ways in which the lives of agricultural workers in China in 1949 were different from their lives in 1963.

(6)

(b) Explain **TWO** causes of the formation of the United Front in 1923.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far were Chiang Kai-shek's mistakes during his rule (1925–49) the reason for the increased strength of the Chinese Communist Party in these years?

You may use the following in your answer:

- Chiang Kai-shek's mistakes
- the battle of Huai-Hai (1948–49).

You **must** also use information of your own.

(16)

OR

(ii) How far was the Cultural Revolution the most significant government policy in bringing about change in Chinese society in the years 1965–89?

You may use the following in your answer:

- the Cultural Revolution
- westernisation under Deng.

You **must** also use information of your own.

(16)

(Total for Question B4 = 30 marks)

SUB-TOPIC

DIVERSITY, RIGHTS AND EQUALITY IN BRITAIN, 1914–2010

8 questions in this booklet

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

(a) Explain **TWO** ways in which the treatment of sexual minorities before the Sexual Offences Act (1967) was different from the treatment of sexual minorities after the Sexual Offences Act (1967).

(6)

(b) Explain **TWO** causes of ethnic tensions in Britain in the 1930s.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How significant was the First World War in changing opportunities for women in the period 1914–44?

You may use the following in your answer:

- the First World War
- Butler's Education Act (1944).

You **must** also use information of your own.

(16)

OR

(ii) How far did opportunities for the differently-abled change in the period 1945–2010?

You may use the following in your answer:

- employment
- the Equality Act (2010)

You **must** also use information of your own.

(16)

(Total for Question B8 = 30 marks)

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

(a) Explain **TWO** ways in which the position of people from the Commonwealth wishing to work in Britain before 1962 was different from the position of people from the Commonwealth wishing to work in Britain after 1962.

(6)

(b) Explain **TWO** causes of Dr Ludwig Guttmann's decision to create the Stoke Mandeville Games in 1948.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far was it government actions that brought about an increase in equality in Britain in the years 1914–45?

(16)

You may use the following in your answer:

- extending the vote
- the Second World War.

You **must** also use information of your own.

OR

(ii) How significant was feminism in changing opportunities for women in the years 1962–2010?

You may use the following in your answer:

- feminist campaigning
- education.

You **must** also use information of your own.

(16)

(Total for Question B8 = 30 marks)

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

(a) Explain **TWO** ways in which the position of disabled people before the passing of the Disabled Persons (Employment) Act (1944) was different from the position of disabled people after the passing of the Act.

(6)

(b) Explain **TWO** causes of the changes in women's voting rights in the years 1918–28.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did the position of racial minorities improve in the years 1944–2010?

You may use the following in your answer:

- the Race Relations Act (1965)
- the Stephen Lawrence case.

You **must** also use information of your own.

(16)

OR

(ii) How far was government action responsible for the improvement in the rights of sexual minorities in the years 1944–88?

You may use the following in your answer:

- the Wolfenden Report (1957)
- Section 28 (1988).

You **must** also use information of your own.

(16)

(Total for Question B8 = 30 marks)

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

(a) Explain **two** ways in which the treatment of Empire and Commonwealth immigrants in Britain after the passing of the Race Relations Act (1965) was similar to their treatment before the Act.

(6)

(b) Explain **two** causes of the founding of the Caribbean Carnival in 1959 by Claudia Jones.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far do you agree that the impact of war was the most significant factor in bringing about greater equality in the years 1914–45?

You may use the following in your answer:

- women and war work
- government legislation.

You **must** also use information of your own.

(16)

OR

(ii) How far did the position of disabled people improve in the years 1944–86?

You may use the following in your answer:

- employment
- the Chronically Sick and Disabled Persons Act (1970).

You **must** also use information of your own.

(16)

(Total for Question B8 = 30 marks)

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

(a) Explain **TWO** ways in which opportunities for medical care in Britain before the NHS were different from opportunities for medical care after the introduction of the NHS in 1948.

(6)

(b) Explain **TWO** causes of the passing of the Aliens Restriction (Amendment) Act (1919).

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far was the Disabled Persons (Employment) Act (1944) the key turning point in the lives of disabled people in the years 1944–2010?

You may use the following in your answer:

- the Disabled Persons (Employment) Act (1944)
- the foundation of the British Council of Organisations of Disabled People (1981).

You **must** also use information of your own.

(16)

OR

(ii) How far did the rights of women change in the years 1962–2010?

You may use the following in your answer:

- employment
- the Equality Act (2010).

You **must** also use information of your own.

(16)

(Total for Question B8 = 30 marks)

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

(a) Explain **TWO** ways in which voting rights for women in 1914 were similar to their voting rights in 1918 after the First World War.

(6)

(b) Explain **TWO** causes of the setting up of the British Union of Fascists (BUF) in 1932.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far do you agree that the most significant barrier to reducing discrimination against Commonwealth immigrants in the years 1962–86 was the contribution of Enoch Powell?

You may use the following in your answer:

- Enoch Powell
- government legislation.

You **must** also use information of your own.

(16)

OR

(ii) How far was the work of the National Council for Civil Liberties (Liberty) the main reason why social equality improved in the years 1986–2010?

You may use the following in your answer:

- the National Council for Civil Liberties (Liberty)
- the Equality Act (2010).

You **must** also use information of your own.

(16)

(Total for Question B8 = 30 marks)

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

(a) Explain **TWO** ways in which the treatment of sexual minorities before Section 28 (1988) was different from the treatment of sexual minorities after Section 28 was introduced.

(6)

(b) Explain **TWO** causes of the changing attitudes to disabled people after the First World War.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did the rights of women improve in the years 1918–70?

You may use the following in your answer:

- the vote
- employment opportunities.

You **must** also use information of your own.

(16)

OR

(ii) How far was government action, in the years 1965–2010, responsible for changes in attitudes towards people of colour?

You may use the following in your answer:

- the Race Relations Act (1965)
- the Stephen Lawrence case (1993).

You **must** also use information of your own.

(16)

(Total for Question B8 = 30 marks)

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

(a) Explain **TWO** ways in which attitudes towards sexual minorities in 2010 were different from attitudes towards sexual minorities in 1988.

(6)

(b) Explain **TWO** causes of the Sex Disqualification (Removal) Act (1919).

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far was the women's strike at Dagenham (1968) the key turning point in the fight for women's equality in the years 1944–75?

You may use the following in your answer:

- Butler's Education Act (1944)
- the women's strike at Dagenham (1968).

You **must** also use information of your own.

(16)

OR

(ii) In the years 1944–86, how far were improved rights and opportunities for Commonwealth immigrants the result of government legislation?

You may use the following in your answer:

- the British Nationality Act (1948)
- Claudia Jones.

You **must** also use information of your own.

(16)

(Total for Question B8 = 30 marks)

SUB-TOPIC

JAPAN IN TRANSFORMATION, 1853–1945

16 questions in this booklet

B3 Japan in transformation, 1853–1945

(a) Explain **TWO** ways in which Japanese society in 1867 was different from Japanese society in 1919.

(6)

(b) Explain **TWO** causes of unrest in Japan in the years 1919–25.

(8)

EITHER

(c) (i) How far did Japan's relations with the West change in the period 1902–45?

You may use the following in your answer:

- the Anglo-Japanese Alliance (1902)
- relations with the USA in the 1930s.

You **must** also use information of your own.

(16)

OR

(c) (ii) How far did the way in which Japan was governed change in the years 1853–95?

You may use the following in your answer:

- corruption
- the Meiji Constitution.

You **must** also use information of your own.

(16)

(Total for Question B3 = 30 marks)

B3 Japan in transformation, 1853–1945

(a) Explain **TWO** ways in which the economy of Japan in 1867 was different from the economy of Japan in 1895.

(6)

(b) Explain **TWO** causes of the Meiji Restoration in 1868.

(8)

EITHER

(c) (i) How far did Japanese society change in the years 1853–1919?

You may use the following in your answer:

- the opening up of Japan to the West
- the Taisho culture.

You **must** also use information of your own.

(16)

OR

(c) (ii) How significant was the world Depression from 1929 in bringing about declining relations between Japan and the West in the period 1919–45?

You may use the following in your answer:

- Japan's trade with the West
- Manchukuo (1931).

You **must** also use information of your own.

(16)

(Total for Question B3 = 30 marks)

B3 Japan in transformation, 1853–1945

(a) Explain **TWO** ways in which Japan's influence in China in 1895 was different from Japan's influence in China in 1919.

(6)

(b) Explain **TWO** causes of Japan's strained relations with the USA in the years 1931–41.

(8)

EITHER

(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)

OR

(ii) How far did the way Japan was governed change in the years 1919–45?

You may use the following in your answer:

- the Public Security Preservation Law (1925)
- Tenko.

You **must** also use information of your own.

(16)

(Total for Question B3 = 30 marks)

B3 Japan in transformation, 1853–1945

(a) Explain **TWO** ways in which the way Japan was governed in 1925 was similar to the way Japan was governed after 1931.

(6)

(b) Explain **TWO** causes of the advance of Japanese influence in China in the years 1895–1918.

(8)

EITHER

(c) (i) How far did Japan's economy change in the years 1853–1912?

You may use the following in your answer:

- the Perry Mission (1853)
- the Meiji reforms.

You **must** also use information of your own.

(16)

OR

(ii) How far did the Treaty of Versailles have the most significant impact on Japan's changing relations with the West in the years 1919–1941?

You may use the following in your answer:

- the Treaty of Versailles (1919)
- Manchukuo (1931).

You **must** also use information of your own.

(16)

(Total for Question B3 = 30 marks)

B3 Japan in transformation, 1853–1945

(a) Explain **TWO** ways in which Japan's attitude to the West before the Perry Mission in 1853 was different from Japan's attitude to the West in 1895.

(6)

(b) Explain **TWO** causes of the decline in the Japanese economy in the 1920s.

(8)

EITHER

(c) (i) How far was the fall of the Tokugawa the key turning point in the way Japan was governed in the years 1853–1919?

You may use the following in your answer:

- the fall of the Tokugawa (1868)
- the Taisho Democracy (1912).

You **must** also use information of your own.

(16)

OR

(ii) How significant was world Depression from 1929 in changing relations between Japan and the West in the period 1902–37?

You may use the following in your answer:

- the Treaty of Versailles
- world Depression.

You **must** also use information of your own.

(16)

(Total for Question B3 = 30 marks)

B3 Japan in transformation, 1853–1945

(a) Explain **TWO** ways in which Japan's society in 1867 was similar to Japan's society in 1919.

(6)

(b) Explain **TWO** causes of the surrender of the Showa Emperor in 1945.

(8)

EITHER

(c) (i) How far did the economy of Japan decline in the years 1912–41?

You may use the following in your answer:

- the Great Kanto Earthquake (1923)
- the Greater East Asia Co-Prosperity Sphere.

You **must** also use information of your own.

(16)

OR

(ii) How far was world Depression from 1929 the key turning point in Japanese expansion in East Asia in the years 1895–1937?

You may use the following in your answer:

- the Russo-Japanese War (1904–05)
- world Depression.

You **must** also use information of your own.

(16)

(Total for Question B3 = 30 marks)

B3 Japan in transformation, 1853–1945

(a) Explain **TWO** ways in which Japan's economy in 1919 was different from Japan's economy in 1931.

(6)

(b) Explain **TWO** causes of the modernisation of Japan in the years 1853–95.

(8)

EITHER

(c) (i) How far did Japanese society change in the years 1912–45?

You may use the following in your answer:

- the Taisho Democracy
- Konoe's New Order.

You **must** also use information of your own.

(16)

OR

(ii) How far was war responsible for Japan's emergence as a world power in the years 1895–1945?

You may use the following in your answer:

- the industrial revolution in the Meiji period
- expansion of the Japanese empire.

You **must** also use information of your own.

(16)

(Total for Question B3 = 30 marks)

B3 Japan in transformation, 1853–1945

(a) Explain **TWO** ways in which attitudes to Taisho Democracy in 1912 were different from attitudes to Taisho Democracy in 1926.

(6)

(b) Explain **TWO** causes of the decrease in the living standards of the Japanese people in the years 1931–45.

(8)

EITHER

(c) (i) How far was the Perry Mission the key turning point in modernising Japan's economy in the years 1853–1919?

You may use the following in your answer:

- the Perry Mission (1853)
- industrial changes in the Meiji period.

You **must** also use information of your own.

(16)

OR

(ii) How far did Japan become a major world power in the years 1919–45?

You may use the following in your answer:

- the Treaty of Versailles (1919)
- war in Southeast Asia (1937–45).

You **must** also use information of your own.

(16)

(Total for Question B3 = 30 marks)

B3 Japan in transformation, 1853–1945

(a) Explain **TWO** ways in which Japan's influence in other countries in 1895 was different from Japan's influence in other countries in 1905.

(6)

(b) Explain **TWO** causes of the decline in Japan's economy after 1929.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did Japan modernise in the years 1853–1912?

You may use the following in your answer:

- the Perry Mission (1853)
- reforms under the Meiji.

You **must** also use information of your own.

(16)

OR

(ii) How far did relations between Japan and the West change in the years 1919–45?

You may use the following in your answer:

- the Treaty of Versailles (1919)
- Manchukuo.

You **must** also use information of your own.

(16)

(Total for Question B3 = 30 marks)

B3 Japan in transformation, 1853–1945

(a) Explain **TWO** ways in which Japan's society in 1929 was different from Japan's society in 1937.

(6)

(b) Explain **TWO** causes of Japan's worsening relations with the League of Nations in the 1930s.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did Japan make progress towards becoming a world power in the years 1894–1919?

You may use the following in your answer:

- the Sino-Japanese War (1894–95)
- the Versailles Treaty (1919).

You **must** also use information of your own.

(16)

OR

(c) (ii) How far did the way Japan was governed change in the years 1912–38?

You may use the following in your answer:

- the Taisho Democracy (1912)
- Konoe's New Order (1938).

You **must** also use information of your own.

(16)

(Total for Question B3 = 30 marks)

B3 Japan in transformation, 1853–1945

(a) Explain **TWO** ways in which Japan's position as a world power after the Treaty of Versailles (1919) was different from Japan's position as a world power before the Treaty of Versailles.

(6)

(b) Explain **TWO** causes of Japan opening its ports to the USA after 1853.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far was the Meiji Restoration the key turning point in the way Japan was governed in the years 1867–1926?

You may use the following in your answer:

- the Meiji Restoration
- the Taisho Democracy.

You **must** also use information of your own.

(16)

OR

(ii) How far did Japan's economy change in the years 1923–45?

You may use the following in your answer:

- the Great Kanto Earthquake (1923)
- relations with the West.

You **must** also use information of your own.

(16)

(Total for Question B3 = 30 marks)

B3 Japan in transformation, 1853–1945

(a) Explain **TWO** ways in which the right to vote in national elections before the Universal Male Suffrage Law in 1925 was different from the right to vote after the Law was passed.

(6)

(b) Explain **TWO** causes of Japan's economic decline in the years 1919–25.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far was the Perry Mission the reason why Japan became a modern country in the years 1853–1919?

You may use the following in your answer:

- the Perry Mission (1853)
- the Meiji Constitution.

You **must** also use information of your own.

(16)

OR

(ii) How far was Konoe's period as Prime Minister a key turning point in the way Japan was governed in the years 1925–45?

You may use the following in your answer:

- the Public Security Preservation Law (1925)
- Fumimaro Konoe.

You **must** also use information of your own.

(16)

(Total for Question B3 = 30 marks)

B3 Japan in transformation, 1853–1945

(a) Explain **TWO** ways in which Japan's relationship with China before the Treaty of Versailles (1919) was similar to Japan's relationship with China after the Treaty.

(6)

(b) Explain **TWO** causes of the changes in Japanese culture following the Meiji Restoration (1868).

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did Japan's economy change in the years 1853–1918?

You may use the following in your answer:

- the industrial revolution in the Meiji period
- the First World War.

You **must** also use information of your own.

(16)

OR

(ii) How far was government policy the main reason why Japanese society changed in the years 1923–45?

You may use the following in your answer:

- the Public Security Preservation Law (1925)
- the War in Southeast Asia (1937–45).

You **must** also use information of your own.

(16)

(Total for Question B3 = 30 marks)

B3 Japan in transformation, 1853–1945

(a) Explain **TWO** ways in which Japan's economy in 1853 was different from Japan's economy in 1867.

(6)

(b) Explain **TWO** causes of the Japanese surrender in the War in Southeast Asia in 1945.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did Japan's treatment of China change in the years 1894–1945?

You may use the following in your answer:

- the First Sino-Japanese War (1894–95)
- Manchukuo (1931).

You **must** also use information of your own.

(16)

OR

(ii) How far did the changes made during the Taisho Democracy have the most significant impact on the way Japan was governed in the years 1912–45?

You may use the following in your answer:

- the Taisho Democracy (1912–26)
- Tenko.

You **must** also use information of your own.

(16)

(Total for Question B3 = 30 marks)

B3 Japan in transformation, 1853–1945

(a) Explain **TWO** ways in which the Government of Japan before the fall of the Tokugawa in 1867 was different from the Government of Japan in 1895.

(6)

(b) Explain **TWO** causes of Japan's increasing influence in Korea in the years 1895–1910.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far was the most significant change in Japanese society, in the years 1919–45, the restrictions imposed by the Public Security Preservation Law (1925)?

You may use the following in your answer:

- the Public Security Preservation Law (1925)
- the war in Southeast Asia (1937–45).

You **must** also use information of your own.

(16)

OR

(ii) How far was the Treaty of Versailles (1919) the key turning point in Japan's rise towards being a world power in the years 1919–45?

You may use the following in your answer:

- the Treaty of Versailles (1919)
- the Greater East Asia Co-Prosperity Sphere.

You **must** also use information of your own.

(16)

(Total for Question B3 = 30 marks)

B3 Japan in transformation, 1853–1945

(a) Explain **TWO** ways in which Japan before the Perry Mission in 1853 was different from Japan after the Perry Mission.

(6)

(b) Explain **TWO** causes of Japan's return to military dictatorship in the 1930s.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How significant was the Anglo-Japanese Alliance (1902) in changing relations between Japan and the West in the years 1895–1919?

You may use the following in your answer:

- the Anglo-Japanese Alliance
- the First World War.

You **must** also use information of your own.

(16)

OR

(ii) How far did Japanese society change in the years 1895–1929?

You may use the following in your answer:

- the Taisho Democracy
- censorship.

You **must** also use information of your own.

(16)

(Total for Question B3 = 30 marks)

SUB-TOPIC

THE MIDDLE EAST: CONFLICT, CRISIS AND CHANGE, 1917–2012

16 questions in this booklet

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

(a) Explain **TWO** ways in which the first Intifada (1987) was different from the second Intifada (2000).

(6)

(b) Explain **TWO** causes of the Suez Crisis (1956).

(8)

EITHER

(c) (i) How far did terrorism in the Middle East conflict change in the years 1946–73?

You may use the following in your answer:

- the bombing of the King David Hotel (1946)
- the Munich Olympic Games (1972).

You **must** also use information of your own.

(16)

OR

(c) (ii) How far was the Yom Kippur War the key turning point in international involvement in the Middle East in the years 1956–93?

You may use the following in your answer:

- the Yom Kippur War (1973)
- the Oslo Peace Accords (1993).

You **must** also use information of your own.

(16)

(Total for Question B7 = 30 marks)

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

(a) Explain **TWO** ways in which the recommendations of the Peel Commission (1937) were similar to the proposals in the UN partition plan (1947).

(6)

(b) Explain **TWO** causes of the increase in Jewish immigration into Palestine in the years 1917–46.

(8)

EITHER

(c) (i) How significant was the involvement of the USSR in the changing relationships between Israel and Egypt in the years 1956–78?

You may use the following in your answer:

- the Suez Crisis (1956)
- the War of Yom Kippur (1973).

You **must** also use information of your own.

(16)

OR

(c) (ii) How significant was Arafat in the search for peace in the Middle East 1973–2012?

You may use the following in your answer:

- the Camp David Agreements
- the Oslo Accords.

You **must** also use information of your own.

(16)

(Total for Question B7 = 30 marks)

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

(a) Explain **TWO** ways in which Palestinian resistance to Israel in the 1960s was different from Palestinian resistance to Israel in the 1970s.

(6)

(b) Explain **TWO** causes of the British decision to hand over the Palestinian mandate to the UN in 1947.

(8)

EITHER

(c) (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.

(16)

OR

(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)
- Camp David Agreements.

You **must** also use information of your own.

(16)

(Total for Question B7 = 30 marks)

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

(a) Explain **TWO** ways in which the Oslo Peace Accords (1993) were similar to the Roadmap for Peace (2003).

(6)

(b) Explain **TWO** causes of Israeli success in the Six-Day War (1967).

(8)

EITHER

(c) (i) How far was terrorism responsible for change in the Middle East in the years 1917–56?

You may use the following in your answer:

- the Balfour Declaration (1917)
- the King David Hotel (1946).

You **must** also use information of your own.

(16)

OR

(ii) How far was war responsible for changing relations between Israel and its neighbours in the years 1948–78?

You may use the following in your answer:

- the first Arab-Israeli War (1948–49)
- Shuttle Diplomacy (1973–75).

You **must** also use information of your own.

(16)

(Total for Question B7 = 30 marks)

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

(a) Explain **TWO** ways in which the Israeli reaction to the first Intifada (1987–93) was similar to the Israeli reaction to the second Intifada (2000).

(6)

(b) Explain **TWO** causes of the success in reaching agreement at Camp David in 1978.

(8)

EITHER

(c) (i) How significant was terrorism in bringing about change to the Middle East in the years 1917–73?

You may use the following in your answer:

- the Balfour Declaration (1917)
- the Munich Olympics (1972).

You **must** also use information of your own.

(16)

OR

(ii) How far was war responsible for change in the Middle East in the years 1948–73?

You may use the following in your answer:

- the First Arab-Israeli War (1948–49)
- the Yom Kippur War (1973).

You **must** also use information of your own.

(16)

(Total for Question B7 = 30 marks)

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

(a) Explain **TWO** ways in which the role of Arafat in the 1970s was different from his role in the 1990s.

(6)

(b) Explain **TWO** causes of the Gaza War (2008–09).

(8)

EITHER

(c) (i) How significant was the Balfour Declaration in bringing about change in the Middle East in the years 1917–56?

You may use the following in your answer:

- the Balfour Declaration (1917)
- the Suez Crisis (1956).

You **must** also use information of your own.

(16)

OR

(ii) How far did international involvement in the Middle East change in the years 1945–73?

You may use the following in your answer:

- the Suez Crisis (1956)
- the Yom Kippur War (1973).

You **must** also use information of your own.

(16)

(Total for Question B7 = 30 marks)

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

(a) Explain **TWO** ways in which the terms of the Balfour Declaration were different from the terms of the Peel Commission report.

(6)

(b) Explain **TWO** causes of the second Intifada (2000).

(8)

EITHER

(c) (i) How far was the Suez Crisis the key turning point for international involvement in the Middle East in the years 1946–83?

You may use the following in your answer:

- the Suez Crisis (1956)
- the Camp David Agreements.

You **must** also use information of your own.

(16)

OR

(ii) How significant was Kissinger's Shuttle Diplomacy in improving the chances for peace in the Middle East in the years 1967–93?

You may use the following in your answer:

- Kissinger's Shuttle Diplomacy (1973–75)
- the Oslo Peace Accords (1993).

You **must** also use information of your own.

(16)

(Total for Question B7 = 30 marks)

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

(a) Explain **TWO** ways in which Jewish immigration into Palestine in the years 1922–36 was different from Jewish immigration into Israel in the years 1948–52.

(6)

(b) Explain **TWO** causes of opposition to the Oslo Peace Accords.

(8)

EITHER

(c) (i) How far did the approach to solving disputes about ownership of land in the Middle East change in the years 1917–49?

You may use the following in your answer:

- the Balfour Declaration (1917)
- the UN partition plan (1947).

You **must** also use information of your own.

(16)

OR

(ii) How far did relations between Israel and its neighbours change in the years 1956–83?

You may use the following in your answer:

- the Suez Crisis (1956)
- conflict in Lebanon (1982–83).

You **must** also use information of your own.

(16)

(Total for Question B7 = 30 marks)

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

(a) Explain **TWO** ways in which the war in Lebanon (1982–83) was similar to the Gaza War (2008–09).

(6)

(b) Explain **TWO** causes of the success of Shuttle Diplomacy in the years 1973–75.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did terrorism in the Middle East conflict change in the years 1917–56?

You may use the following in your answer:

- Irgun
- the Fedayeen.

You **must** also use information of your own.

OR

(16)

(ii) How far was the War of 1948–49 the key turning point in relations between the Arab nations and their Jewish neighbours in the years 1946–73?

You may use the following in your answer:

- the first Arab-Israeli War (1948–49)
- the Six-Day War (1967).

You **must** also use information of your own.

(16)

(Total for Question B7 = 30 marks)

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

(a) Explain **TWO** ways in which the position of the PLO in the war in Lebanon (1982–83) was different from the position of the PLO after the first Intifada.

(6)

(b) Explain **TWO** causes of clashes between Jews and Palestinians in the 1930s.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far was the UN Partition Plan (1947) the key turning point in international involvement in the Middle East in the years 1947–78?

You may use the following in your answer:

- the UN Partition Plan (1947)
- the Camp David Accords (1978).

You **must** also use information of your own.

(16)

OR

(ii) How far were the Oslo Peace Accords (1993) the key turning point in the search for peace in the Middle East in the years 1988–2012?

You may use the following in your answer:

- the Oslo Peace Accords (1993)
- the Roadmap for Peace (2003).

You **must** also use information of your own.

(16)

(Total for Question B7 = 30 marks)

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

(a) Explain **TWO** ways in which the role of Nasser in the Middle East conflict was similar to the role of Sadat in the Middle East conflict.

(6)

(b) Explain **TWO** causes of US involvement in the attempts to achieve peace between Israel and the Palestinians in the years 1987–2012.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far was the bombing of the King David Hotel the most significant factor in bringing about change in the Middle East in the years 1917–47?

You may use the following in your answer:

- Jewish immigration
- the King David Hotel (1946).

You **must** also use information of your own.

(16)

OR

(ii) How far was terrorism responsible for change in the Middle East in the years 1946–73?

You may use the following in your answer:

- the King David Hotel (1946)
- the Munich Olympics (1972).

You **must** also use information of your own.

(16)

(Total for Question B7 = 30 marks)

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

(a) Explain **TWO** ways in which the aims of the British in Palestine in 1917 were different from the aims of the British in Palestine in 1946.

(6)

(b) Explain **TWO** causes of opposition to the 2003 Roadmap for Peace.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How significant was the role of the UN in attempts to improve the chances for peace in the Middle East in the years 1947–75?

You may use the following in your answer:

- the UN partition plan (1947)
- Kissinger's Shuttle Diplomacy (1973–75).

You **must** also use information of your own.

(16)

OR

(ii) How far were the Camp David Agreements (1978) the key turning point in relations between Arabs and Jews in the years 1978–2000?

You may use the following in your answer:

- the Camp David Agreements (1978)
- the Oslo Peace Accords (1993).

You **must** also use information of your own.

(16)

(Total for Question B7 = 30 marks)

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

(a) Explain **TWO** ways in which the reasons for poor relations between Israel and her neighbours in 1945 were different from the reasons for poor relations between them in 1949, after the First Arab-Israeli War.

(6)

(b) Explain **TWO** causes of the assassination of Yitzhak Rabin.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did British involvement in the Middle East change in the years 1917–56?

You may use the following in your answer:

- the Peel Commission (1936–37)
- the Suez Canal (1956).

You **must** also use information of your own.

(16)

OR

(ii) How far was Kissinger's Shuttle Diplomacy the most significant international intervention in the Middle East in the years 1967–95?

You may use the following in your answer:

- Kissinger's negotiations with Middle East states
- the Oslo Peace Accords (1993–95).

You **must** also use information of your own.

(16)

(Total for Question B7 = 30 marks)

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

(a) Explain **TWO** ways in which relations between Israelis and Palestinians before the Gaza War (2008–09) were different from relations between them after the War.

(6)

(b) Explain **TWO** causes of the setting up of the Peel Commission in 1936.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far was Nasser's nationalisation of the Suez Canal the key turning point in Israel's relationship with its neighbours in the years 1948–73?

You may use the following in your answer:

- the Suez Canal (1956)
- the Munich Olympics (1972).

You **must** also use information of your own.

(16)

OR

(ii) How far did international involvement in the Middle East change in the years 1973–2003?

You may use the following in your answer:

- Shuttle Diplomacy (1973–75)
- the Roadmap for Peace (2003).

You **must** also use information of your own.

(16)

(Total for Question B7 = 30 marks)

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

(a) Explain **TWO** ways in which relations between Israelis and Palestinians before the second Intifada (2000–05) were different from relations between them after the second Intifada.

(6)

(b) Explain **TWO** causes of the Israeli victory in the First Arab-Israeli War (1948–49).

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did the policies of Britain in the Middle East change in the years 1917–47?

You may use the following in your answer:

- the League of Nations Mandate for Palestine (1922)
- Jewish immigration.

You **must** also use information of your own.

(16)

OR

(ii) How far were the Camp David Agreements the key turning point in Arab-Israeli relations in the years 1967–93?

You may use the following in your answer:

- the Six-Day War (1967)
- the Camp David Agreements (1978).

You **must** also use information of your own.

(16)

(Total for Question B7 = 30 marks)

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

(a) Explain **TWO** ways in which Arab attitudes towards the British in Palestine before the Peel Commission (1936) were different from Arab attitudes towards the British after the Peel Commission.

(6)

(b) Explain **TWO** causes of the British withdrawal from Palestine in 1948.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far was the Six-Day War (1967) the key turning point in Israel's relationship with its neighbours in the years 1948–73?

You may use the following in your answer:

- the Suez Canal (1956)
- the Six-Day War (1967).

You **must** also use information of your own.

(16)

OR

(ii) How far were changes in the Middle East peace process, in the years 1973–2003, the result of US intervention?

You may use the following in your answer:

- Kissinger
- the Oslo Accords (1993).

You **must** also use information of your own.

(16)

(Total for Question B7 = 30 marks)

SUB-TOPIC

E CHANGING NATURE OF WARFARE AND INTERNATIONAL CONFLICT, 1919–2

16 questions in this booklet

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

(a) Explain **TWO** ways in which Blitzkrieg in Europe (1939–40) was similar to warfare in the Arab-Israeli Six Day War (1967).

(6)

(b) Explain **TWO** causes of Allied success against German U-boats in the Atlantic during the Second World War.

(8)

EITHER

(c) (i) How far did guerrilla warfare change in the years 1936–88?

You may use the following in your answer:

- Spanish Civil War (1936–39)
- Afghanistan (1979–88).

You **must** also use information of your own.

(16)

OR

(c) (ii) How far did developments in technology and communications change warfare in the years 1945–2011?

You may use the following in your answer:

- nuclear weapons
- the use of drones.

You **must** also use information of your own.

(16)

(Total for Question B6 = 30 marks)

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

(a) Explain **TWO** ways in which the arms race in the years 1945–60 was different from the arms race in the 1980s.

(6)

(b) Explain **TWO** causes of the use of unmanned land vehicles in Iraq and Afghanistan in the years 2003–11.

(8)

EITHER

(c) (i) How significant was Blitzkrieg in developments in warfare on land in the years 1939–2000?

You may use the following in your answer:

- Blitzkrieg in the Second World War
- guerrilla warfare in Vietnam.

You **must** also use information of your own.

(16)

OR

(c) (ii) How significant were nuclear submarines in developments in sea warfare in the years 1939–2000?

You may use the following in your answer:

- aircraft carriers in the Pacific War (1941–45)
- nuclear submarines.

You **must** also use information of your own.

(16)

(Total for Question B6 = 30 marks)

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

(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).

(6)

(b) Explain **TWO** causes of Allied success on D-Day (1944).

(8)

EITHER

(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.

(16)

OR

(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.

(16)

(Total for Question B6 = 30 marks)

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

(a) Explain **TWO** ways in which sea warfare in the Atlantic in the Second World War was different from sea warfare in the Falklands War.

(6)

(b) Explain **TWO** causes of the end of the nuclear arms race.

(8)

EITHER

(c) (i) How far did guerrilla warfare change in the years 1965–2011?

You may use the following in your answer:

- the Vietnam War
- 9/11.

You **must** also use information of your own.

(16)

OR

(ii) How far did land warfare change in the years 1967–2011?

You may use the following in your answer:

- Arab-Israeli conflicts
- the first Gulf War.

You **must** also use information of your own.

(16)

(Total for Question B6 = 30 marks)

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

(a) Explain **TWO** ways in which land warfare in the Six Day War was similar to land warfare in the First Gulf War.

(6)

(b) Explain **TWO** causes of British naval superiority in the Falkland's War.

(8)

EITHER

(c) (i) How significant was technology in changing the civilian experience of warfare in the years 1919–75?

You may use the following in your answer:

- aerial bombardment of Shanghai in 1937
- Vietnam.

You **must** also use information of your own.

(16)

OR

(ii) How far was the Blitz the key turning point in aerial warfare in the years 1936–75?

You may use the following in your answer:

- the Blitz in the Second World War
- nuclear missiles.

You **must** also use information of your own.

(16)

(Total for Question B6 = 30 marks)

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

(a) Explain **TWO** ways in which fighting in the First Gulf War was similar to fighting in the Second Gulf War.

(6)

(b) Explain **TWO** causes of the success of guerrilla warfare in Afghanistan.

(8)

EITHER

(c) (i) How significant was technology in changing warfare in the years 1919–45?

You may use the following in your answer:

- fighter and bomber planes
- nuclear warfare.

You **must** also use information of your own.

(16)

OR

(ii) How significant were submarines in the development of sea warfare in the years 1939–82?

You may use the following in your answer:

- U-boat warfare in the Atlantic
- the Falklands War (1982).

You **must** also use information of your own.

(16)

(Total for Question B6 = 30 marks)

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

(a) Explain **TWO** ways in which air warfare in the Six-Day War (1967) was different from air warfare in the Iraq War (2003).

(6)

(b) Explain **TWO** causes of the success of guerrilla tactics in the Vietnam War.

(8)

EITHER

(c) (i) How far did land warfare change in the years 1919–45?

You may use the following in your answer:

- gas
- Blitzkrieg.

You **must** also use information of your own.

(16)

OR

(ii) How significant were technological developments in changing the arms race in the years 1945-2000?

You may use the following in your answer:

- intercontinental ballistic missiles
- arms limitation talks.

You **must** also use information of your own.

(16)

(Total for Question B6 = 30 marks)

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

(a) Explain **TWO** ways in which warfare in the Middle East in the years 1967–73 was different from warfare in the Middle East in the years 2000–11.

(6)

(b) Explain **TWO** causes of the importance of conventional warfare in the first Gulf War (1990–91).

(8)

EITHER

(c) (i) How significant were aircraft carriers in developments in sea warfare in the years 1930–75?

You may use the following in your answer:

- submarines
- aircraft carriers.

You **must** also use information of your own.

(16)

OR

(ii) How significant was the Vietnam War in changing land warfare in the years 1945–2000?

You may use the following in your answer:

- atom bombs
- the Vietnam War.

You **must** also use information of your own.

(16)

(Total for Question B6 = 30 marks)

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

(a) Explain **TWO** ways in which the actions of civilian resistance movements in France in the Second World War were similar to guerrilla warfare in the Vietnam War.

(6)

(b) Explain **TWO** causes of the importance of aircraft carriers in the Pacific War in the years 1941–45.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did aerial warfare change in the years 1939–2000?

You may use the following in your answer:

- the Battle of Britain
- the first Gulf War.

You **must** also use information of your own.

(16)

OR

(ii) How far did guerrilla warfare change in the years 1976–2011?

You may use the following in your answer:

- the war in Afghanistan (1979–89)
- 9/11.

You **must** also use information of your own.

(16)

(Total for Question B6 = 30 marks)

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

(a) Explain **TWO** ways in which air warfare during the Italian invasion of Abyssinia (1935–36) was different from air warfare in the Arab-Israeli Six-Day War (1967).

(6)

(b) Explain **TWO** causes of the effectiveness of U-Boats in the Atlantic in the Second World War.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did sea warfare change in the years 1976–2011?

You may use the following in your answer:

- the Falklands War (1982)
- the Second Gulf War (2003).

You **must** also use information of your own.

(16)

OR

(ii) How far did new technology change warfare in the years 1976–2011?

You may use the following in your answer:

- missiles
- drones.

You **must** also use information of your own.

(16)

(Total for Question B6 = 30 marks)

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

(a) Explain **TWO** ways in which the use of aircraft carriers in the Pacific War (1941–45) was similar to the use of aircraft carriers in the Falklands War (1982).

(6)

(b) Explain **TWO** causes of the change in methods of warfare in the Battle of Britain and the Blitz.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did guerrilla warfare change in the years 1936–75?

You may use the following in your answer:

- the Spanish Civil War
- the Vietnam War.

You **must** also use information of your own.

(16)

OR

(ii) How far did developments in technology and communications change warfare in the years 1945–75?

You may use the following in your answer:

- nuclear submarines
- arms limitation and reduction talks.

You **must** also use information of your own.

(16)

(Total for Question B6 = 30 marks)

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

(a) Explain **TWO** ways in which warfare in the First Gulf War (1990–91) was similar to warfare in the Second Gulf War (2003–11).

(6)

(b) Explain **TWO** causes of the problems associated with the use of drones in warfare in the early twenty-first century.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far do you agree that, in the years 1919–45, the most significant development in warfare was the use of blitzkrieg?

You may use the following in your answer:

- blitzkrieg
- Hiroshima.

You **must** also use information of your own.

(16)

OR

(ii) How far did developments in weaponry and technology change warfare in the years 1945–75?

You may use the following in your answer:

- the nuclear arms race
- the Arab-Israeli conflicts.

You **must** also use information of your own.

(16)

(Total for Question B6 = 30 marks)

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

(a) Explain **TWO** ways in which fighting in the First Gulf War (1990–91) was different from fighting in the Second Gulf War (2003–11).

(6)

(b) Explain **TWO** causes of the development of the use of drones in war in Pakistan in the years 2000–11.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far was the Battle of Britain (1940) the key turning point in the changing nature of aerial warfare in the years 1936–75?

You may use the following in your answer:

- the Battle of Britain (1940)
- Arab-Israeli conflicts.

You **must** also use information of your own.

(16)

OR

(ii) How far was the use of aircraft carriers in the Pacific War (1941–45) a key turning point in the development of sea warfare in the years 1939–2000?

You may use the following in your answer:

- aircraft carriers in the Pacific War (1941–45)
- the Falklands War (1982).

You **must** also use information of your own.

(16)

(Total for Question B6 = 30 marks)

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

(a) Explain **TWO** ways in which the nuclear weapons available to the Superpowers immediately after the Second World War were different from the nuclear weapons available to them in 1975.

(6)

(b) Explain **TWO** causes of the use of guerrilla warfare in the Vietnam War.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did developments in technology change warfare in the years 1919–45?

You may use the following in your answer:

- guerrilla warfare
- the atomic bomb.

You **must** also use information of your own.

(16)

OR

(ii) How far do you agree that the most significant development in warfare in the years 1976–2011 was the development of drones?

You may use the following in your answer:

- aircraft carriers
- drones.

You **must** also use information of your own.

(16)

(Total for Question B6 = 30 marks)

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

(a) Explain **TWO** ways in which the influence of terrorism on international conflict before 9/11 was different from the influence of terrorism on international conflict after 9/11.

(6)

(b) Explain **TWO** causes of the use of drones in warfare before 2011.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did warfare change in the years 1919–45?

You may use the following in your answer:

- submarines
- Hiroshima (1945).

You **must** also use information of your own.

(16)

OR

(c) (ii) How far did the development of the atomic bomb change the nature of international conflict in the years 1945–91?

You may use the following in your answer:

- Hiroshima (1945)
- the First Gulf War (1991).

You **must** also use information of your own.

(16)

(Total for Question B6 = 30 marks)

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

(a) Explain **TWO** ways in which warfare in 2011 was different from warfare in 2000.

(6)

(b) Explain **TWO** causes of the use of guerrilla warfare in Afghanistan in the fighting against the Soviet Union in the years 1979–89.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did sea warfare change in the years 1939–82?

You may use the following in your answer:

- aircraft carriers
- submarines.

You **must** also use information of your own.

(16)

OR

(ii) How far did aerial warfare change in the years 1935–75?

You may use the following in your answer:

- the Italian invasion of Abyssinia (1935)
- the conflict in Vietnam.

You **must** also use information of your own.

(16)

(Total for Question B6 = 30 marks)

SUB-TOPIC

ING ROLE OF INTERNATIONAL ORGANISATIONS: THE LEAGUE AND THE UN,

16 questions in this booklet

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

(a) Explain **TWO** ways in which the UN's involvement in the invasion of Iraq in 1991 was different from the UN's involvement in the invasion of Iraq in 2003.

(6)

(b) Explain **TWO** causes of the UN's success in Mozambique (1990–94).

(8)

EITHER

(c) (i) How far did the Great Powers weaken the international organisations in the years 1930–75?

You may use the following in your answer:

- the Abyssinia Crisis (1935–36)
- the Korean War (1950–53).

You **must** also use information of your own.

(16)

OR

(c) (ii) How far did the peacekeeping role of the UN change in the years 1975–2011?

You may use the following in your answer:

- Namibia (1989)
- Bosnia (1992–95).

You **must** also use information of your own.

(16)

(Total for Question B5 = 30 marks)

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

(a) Explain **TWO** ways in which the Council of the League of Nations was different from the Security Council of the United Nations.

(6)

(b) Explain **TWO** causes of the United Nations' involvement in the Congo (1960–64).

(8)

EITHER

(c) (i) How significant was the crisis in Manchuria in the changing ability of the League of Nations to maintain peace in the years 1919–39?

You may use the following in your answer:

- the Covenant of the League of Nations
- Manchuria (1931–33).

You **must** also use information of your own.

(16)

OR

(c) (ii) How far did the United Nations' role in the promotion of human rights change in the years 1946–c2011?

You may use the following in your answer:

- the Human Rights Commission
- Bosnia (1992–95).

You **must** also use information of your own.

(16)

(Total for Question B5 = 30 marks)

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

(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).

(6)

(b) Explain **TWO** causes of the success of the League in the 1920s.

(8)

EITHER

(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 (1935–36)
- the Korean War (1950–53).

You **must** also use information of your own.

(16)

OR

(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.

(16)

(Total for Question B5 = 30 marks)

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

(a) Explain **TWO** ways in which the League's role in Abyssinia (1935–36) was different from the UN's role in the Korean War (1950–53).

(6)

(b) Explain **TWO** causes of the UN involvement in Palestine in the years 1947–49.

(8)

EITHER

(c) (i) How far did the organisation and decision making of the League of Nations and the UN change in the years 1919–64?

You may use the following in your answer:

- the Assembly of the League
- the Security Council of the UN.

You **must** also use information of your own.

(16)

OR

(ii) How far did the UN's role in Africa change in the years 1960–2011?

You may use the following in your answer:

- Congo (1960–64)
- Sudan (2005–11).

You **must** also use information of your own.

(16)

(Total for Question B5 = 30 marks)

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

(a) Explain **TWO** ways in which the UN's role in Palestine in 1967 was different from the UN's role in Lebanon in the years 1978–85.

(6)

(b) Explain **TWO** causes of the weak response of the UN to the Bosnian crisis (1992–95).

(8)

EITHER

(c) (i) How far did the international organisations' work with refugees change in the years 1919–64?

You may use the following in your answer:

- Nansen
- Palestine (1947–49).

You **must** also use information of your own.

(16)

OR

(ii) How far did the Great Powers strengthen the work of the international organisations in the years 1919–53?

You may use the following in your answer:

- Manchuria (1931–33)
- the Korean War (1950–53).

You **must** also use information of your own.

(16)

(Total for Question B5 = 30 marks)

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

(a) Explain **TWO** ways in which the League's involvement in the Aaland Islands (1920) was different from the League's involvement in Manchuria (1931–33).

(6)

(b) Explain **TWO** causes of the UN's failure to prevent a second Gulf War (2003).

(8)

EITHER

(c) (i) How far did the work of the specialised agencies improve the lives of children in the years 1919–90?

You may use the following in your answer:

- Child Welfare Committee
- UNICEF.

You **must** also use information of your own.

(16)

OR

(ii) How far did the UN's approach to peacekeeping change in the years 1947–89?

You may use the following in your answer:

- Palestine (1947–49)
- Namibia (1989).

You **must** also use information of your own.

(16)

(Total for Question B5 = 30 marks)

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

(a) Explain **TWO** ways in which the work of the refugee commission of the League was similar to the work of the United Nations High Commission for Refugees.

(6)

(b) Explain **TWO** causes of the success of the League of Nations in Upper Silesia in 1921.

(8)

EITHER

(c) (i) How far did international organisations' approach to peacekeeping change in the years 1930–64?

You may use the following in your answer:

- Abyssinia (1935–36)
- the Korean War (1950–53).

You **must** also use information of your own.

(16)

OR

(ii) How far did the involvement of the Great Powers in international organisations change in the years 1935–73?

You may use the following in your answer:

- Abyssinia (1935–36)
- Palestine.

You **must** also use information of your own.

(16)

(Total for Question B5 = 30 marks)

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

(a) Explain **TWO** ways in which the League of Nations Assembly was similar to the UN General Assembly.

(6)

(b) Explain **TWO** causes of the weaknesses of the UN in Sudan (2005–11).

(8)

EITHER

(c) (i) In the years 1919–64, how significant was the Korean War (1950–53) in changing the ways in which the international organisations kept the peace?

You may use the following in your answer:

- Manchuria (1931–33)
- the Korean War (1950–53).

You **must** also use information of your own.

(16)

OR

(ii) How far did the work of the specialised agencies of the League improve the lives of workers in the years 1919–39?

You may use the following in your answer:

- the International Labour Organisation
- Child Welfare Committee.

You **must** also use information of your own.

(16)

(Total for Question B5 = 30 marks)

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

(a) Explain **TWO** ways in which the UN's approach to peacekeeping in the Congo (1960–64) was different from the UN's approach to peacekeeping in Namibia (1989).

(6)

(b) Explain **TWO** causes of the success of the League's work with refugees in the years 1919–39.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did the way the decisions were made by international organisations change in the years 1930–64?

You may use the following in your answer:

- the Assembly
- the Security Council.

You **must** also use information of your own.

(16)

OR

(ii) How far was the Yom Kippur War (1973) the key turning point in the involvement of the UN in the Middle East in the years 1945–85?

You may use the following in your answer:

- the UN Partition Plan (1947)
- the Yom Kippur War (1973).

You **must** also use information of your own.

(16)

(Total for Question B5 = 30 marks)

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

(a) Explain **TWO** ways in which the approach of the League to promoting health was different from the approach of the UN to promoting health.

(6)

(b) Explain **TWO** causes of UN involvement in the Middle East in the years 1967–73.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How significant was the membership of the League in weakening its ability to maintain peace in the years 1919–39?

You may use the following in your answer:

- USA
- Manchuria (1931–33).

You **must** also use information of your own.

(16)

OR

(ii) In the years 1989–2011, how significant was the war in Bosnia in changing the ways in which the UN kept peace?

You may use the following in your answer:

- the war in Bosnia (1992–95)
- the war in Sudan (2005–11).

You **must** also use information of your own.

(16)

(Total for Question B5 = 30 marks)

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

(a) Explain **TWO** ways in which the League of Nations' approach to peacekeeping in the Greek-Bulgarian War (1925) was different from the United Nations' approach to peacekeeping in the Korean War (1950–53).

(6)

(b) Explain **TWO** causes of the setting up of the UN.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did the work of the specialist agencies change the treatment of refugees in the years 1919–64?

You may use the following in your answer:

- Nansen passports
- UN High Commissioner for Refugees (UNHCR).

You **must** also use information of your own.

(16)

OR

(ii) How far was the UN involvement in Somalia (1991–95) the key turning point in the UN's work in Africa in the years 1960–2011?

You may use the following in your answer:

- Congo (1960–64)
- Somalia (1991–95).

You **must** also use information of your own.

(16)

(Total for Question B5 = 30 marks)

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

(a) Explain **two** ways in which the organisation and structure of the League of Nations was different from the organisation and structure of the United Nations.

(6)

(b) Explain **two** causes of the success of the United Nations in the Korean War (1950–53).

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did the work of the international organisations in dealing with the protection of human rights and refugees change in the years 1945–2011?

You may use the following in your answer:

- Palestine (1947–49)
- Bosnia (1992–95).

You **must** also use information of your own.

(16)

OR

(ii) How far, in the years 1919–39, was the League's reaction to the Italian invasion of Abyssinia (1935) the key turning point in the League's ability to maintain world peace?

You may use the following in your answer:

- the Aaland Islands (1920)
- the Italian invasion of Abyssinia (1935).

You **must** also use information of your own.

(16)

(Total for Question B5 = 30 marks)

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

(a) Explain **TWO** ways in which the work of the ILO as part of the League was similar to the work of the ILO as part of the UN.

(6)

(b) Explain **TWO** causes of the UN involvement in the Korean War (1950–53).

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How significant, in the years 1919–39, was the crisis in Abyssinia (1935–36) in changing the ability of the League to maintain peace?

You may use the following in your answer:

- the Covenant of the League
- Abyssinia (1935–36).

You **must** also use information of your own.

(16)

OR

(ii) How far was the UN weakened by the actions of the USA and the USSR in the years 1967–2011?

You may use the following in your answer:

- the Yom Kippur War (1973)
- Somalia (1991–95).

You **must** also use information of your own.

(16)

(Total for Question B5 = 30 marks)

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

(a) Explain **TWO** ways in which the aims of the League of Nations were similar to the aims of the United Nations.

(6)

(b) Explain **TWO** causes of the failure of the UN to solve the continuing problem of Palestine in the years 1967–73.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did international events in the years 1919–53 strengthen the peacekeeping ability of international organisations?

You may use the following in your answer:

- the Greek-Bulgarian War (1925)
- the Korean War (1950–53).

You **must** also use information of your own.

(16)

OR

(ii) How far did the work of the United Nations change in the years 1975–2011?

You may use the following in your answer:

- Namibia (1989)
- Sudan (2005–11).

You **must** also use information of your own.

(16)

(Total for Question B5 = 30 marks)

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

(a) Explain **TWO** ways in which the reaction of the League of Nations to Japan's invasion of Manchuria, in 1931, was similar to the League's reaction to Italy's invasion of Abyssinia in 1935.

(6)

(b) Explain **TWO** causes of the success of the United Nations in Mozambique in the years 1990–94.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did the work of the international specialised agencies change in the years 1919–2011?

You may use the following in your answer:

- the ILO
- UNESCO.

You **must** also use information of your own.

(16)

OR

(ii) How far was the involvement of the UN in the Korean War the key turning point in the UN's ability to maintain peace in the years 1945–89?

You may use the following in your answer:

- the Korean War (1950–53)
- Namibia (1989).

You **must** also use information of your own.

(16)

(Total for Question B5 = 30 marks)

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

(a) Explain **TWO** ways in which the approach of the League in promoting health was similar to the approach of the UN in promoting health.

(6)

(b) Explain **TWO** causes of the UN's involvement in the Bosnia Crisis (1992–95).

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far was the lack of an army the main reason for the growing failure of the League to maintain peace in the years 1919–39?

You may use the following in your answer:

- the lack of an army
- Manchuria (1931–33).

You **must** also use information of your own.

(16)

OR

(ii) How far was the Yom Kippur War the key turning point in the UN's involvement in the Middle East in the years 1947–73?

You may use the following in your answer:

- the UN's role in Palestine (1947–49)
- the Yom Kippur War (1973).

You **must** also use information of your own.

(16)

(Total for Question B5 = 30 marks)

MARK SCHEMES

official Pearson Edexcel mark schemes

Question	Mark scheme
B1 (a)	Explain **TWO** ways in which the government of the USA after the Connecticut Compromise (1787) was different from the government of the USA before the Connecticut Compromise. **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 how the USA was governed. Before the Connecticut Compromise the USA had been governed by the Act of Confederation; after the Compromise, it was governed according to a new framework embodied in the US Constitution
- A difference was that before the Connecticut Compromise there had been no formal governing institutions; after the Compromise there was a Senate and House of Representatives.

Question	Mark scheme
B1 (b)	Explain **TWO** causes of the disagreements between Federalists and Anti-federalists in the years 1787–89. **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:

- Federalists wanted to support the Constitution, but Anti-federalists believed the Constitution granted too much power to central government
- Federalists wanted national control of finances with a national bank and tariffs; Anti-federalists opposed this
- The disagreements over the Constitution led to proposals for a Bill of Rights with amendments to the Constitution; the Federalists opposed these proposals.

Question	Mark scheme
B1 (c) (i)	How far did the position of black Americans in the USA change in the years 1850–77? You may use the following in your answer: ▪ the Kansas-Nebraska Act (1854) ▪ the Freedmen's Bureau (1865). 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 are:

- The Compromise of 1850 prohibited the slave trade in Washington DC
- The 13th Amendment formally brought about the emancipation of the slaves in the USA
- The establishment of the Freedman's Bureau made available advice on employment and education and helped set up schools
- The 1866 Civil Rights Act gave citizenship to all those born in the USA regardless of colour.

Relevant points that suggest change was limited are:

- The Kansas-Nebraska Act gave the two territories the right to decide if they wanted slavery. Previously, the Missouri Compromise had banned it in states north of latitude 36 degrees N
- The 1857 Dred Scott case showed how few rights there were for black Americans. Although Scott lived in a free state, he was bound by the laws of his original slave state
- The 13th Amendment ending slavery was undermined in the South by the passing of Black Codes by individual states to restrict the rights of black Americans
- The Compromise of 1877 ended Reconstruction and the promises of Southern states to protect the civil and political rights of black Americans were not kept. There was widespread disenfranchisement of black voters in the South.

Question	Mark scheme
B1 (c) (ii)	How far was the Civil War (1861–65) the key turning point in relations between the Southern and Northern States of the USA in the years 1850–77? You may use the following in your answer: ▪ the Compromise of 1850 ▪ the Civil War (1861–65). 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 it was the key turning point are:

- The Civil War was highly significant because it led to open conflict between the Southern and Northern States
- The bitterness created during the fighting and the damage caused to the South resulted in a legacy of ill-feeling
- The victory of the North led to Reconstruction and the imposition of 'Northern values' on the South.

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

- The Compromise of 1850 was an important event, as it left the Southern States resentful that they had been forced to make compromises in order to win approval for the Fugitive Slave Act
- The decline in the percentage of seats held in the House of Representatives was significant. The percentage of seats in Southern states dropped to 38 per cent in 1861 and left the South wary of the North enforcing its will on them
- The Reconstruction Acts of 1867 were highly significant in changing relations. They led to the establishment of military districts and an army of occupation in the South – severely damaging relations
- The 15th Amendment damaged relations as many of the Southern states believed it was aimed at reducing the Democrat power base
- The 1877 Compromise gave the Southern States greater freedom to control their own civil rights arrangements.

B2: Changes in medicine, c1848–c1948

Question	Mark scheme
B1 (a)	Explain **TWO** ways in which the position of black Americans in the Southern States of the USA in 1809 was similar to the position of black Americans in the Southern States of the USA in 1870. **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 that although in 1870 the vote was given to black Americans in the Fifteenth Amendment, most were intimidated into still not voting and there was no representation in Congress in 1809 and none at all until 1870
- A similarity concerned the general welfare and civil rights of black Americans in the South. They continued to be discriminated against in terms of education, employment and the use of public facilities.

Question	Mark scheme
B1 (b)	Explain **TWO** causes of the signing of the Connecticut Compromise (1787). **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 Connecticut Compromise was signed to resolve disagreements between the large and small states about representation in the Senate. Without this compromise, there was deadlock over representation
- The Connecticut Compromise was part of the policy of ensuring that the Constitution and its Ten Amendments were accepted as the supreme law of the land. Without this compromise, there was a danger of the Constitution not being accepted by all
- The Connecticut Compromise was also made to prevent the larger states from forcing the smaller states into accepting the Virginia Plan and to resolve how slaves would count in state population numbers, thus deciding numbers in the House of Representatives.

	Mark scheme
B1 (c) (i)	How far did relations between the Southern and Northern States of the USA change in the years 1820–54? 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 change are:

- There was a gradual decline in the relationship between the South and the North as the agricultural, slave-based economy of the Southern States seemed to be under threat from the Northern States
- Relations were worsened by the acceptance of California into the Union, which was opposed by some Southern States and led to more arguments over slavery
- The Missouri Compromise brought a temporary halt to the arguments in Congress over slavery
- The abolition of slavery in Washington DC damaged relations as it was seen by the Southern States as provocative
- The Kansas-Nebraska Act led both to unrest in Southern States and damaged relations, as they were seen to be contrary to the Missouri Compromise.

Relevant points that suggest continuity are:

- Relations were not good in 1820 and continued to be not good in 1854. One of the reasons was the issue of tariffs, which seemed to protect northern and western trade, but harmed southern
- Slavery was an issue in 1820, as shown by the need for the Missouri Compromise – and it continued to be so as shown by the 1850 Compromise
- Throughout the period there was a constant concern expressed by the South about losing its natural majority in Congress as new states joined the Union.

Question	
B1 (c) (ii)	How far did the position of Native Americans in the USA change in the years 1830–77? You may use the following in your answer: • the Indian Removal Act 1830 • Grant's Peace Policy. 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 are:

- In 1830 Native Americans were still in possession of significant amounts of land in the east and their traditional lifestyle was largely intact. By 1877 the majority were in reservations
- The 1830 Indian Removal Act forced over 100 000 Indians to move west of the Mississippi. The Trail of Tears added to that number. The Indian Appropriations Act reinforced this
- Manifest Destiny brought about a worsening of the position of Native Americans, even west of the Mississippi, as White Americans justified acquiring their land
- Manifest Destiny was part of a general change of the view that Native Americans should be moved to protect their culture to one that they were uncivilised and needed to be controlled
- Grant's Peace Policy attempted to end violence against and abuse of Native Americans, but it actually resulted in a policy to assimilate Indians into White culture and the setting up of schools and churches to make them 'Christian citizens'.

Relevant points that suggest continuity are:

- In 1830 very few Native Americans were citizens of the USA. Despite discussion around granting wider citizenship, this was still the case in 1877
- In 1830 Native Americans were resisting their land being taken way, as witnessed by Tecumseh's War and the 1812 alliance with the British. This was still the case at the end of the period as seen at Sand Creek and Little Big Horn
- In 1830 it was clear in the Indian Removal Act that the American government thought that the Native Americans should be moved from their valuable land. Grant's Peace Policy showed that the view had not changed.

B2: Changes in Medicine, c1848–c1948

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	
B1 (a)	Explain **TWO** ways in which States' Rights in 1783 were different from States' Rights in 1800. (6) **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 as a result of the Connecticut Compromise there was now equal representation for all states in the Senate
- The Principles of '98 said that individual states could judge the constitutionality of central government laws and decrees, and could refuse to enforce laws deemed unconstitutional. Virginia and Kentucky used these principles.

Question	
B1 (b)	Explain **TWO** causes of the Union's success in 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

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

Indicative content:

Relevant points may include:

- The Union was better resourced. It had more men, more manufacturing industry and more railways
- The Anaconda Plan was highly effective in preventing the South from gaining access to badly-needed resources
- The Union's strategy of wearing down the South by waging war on the population was successful, e.g. Sherman's 'March through Georgia' created terror and demoralised the South.

Question	
B1 (c) (i)	How far did the reasons for Westward expansion change in the years 1803-49? You may use the following in your answer: • the Louisiana Purchase (1803) • Manifest Destiny. 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

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Indicative content

Relevant points that suggest there was a change may include:

- The expansion into Texas was undertaken for reasons different from those in Louisiana and Florida. In Texas the colonists rose up against oppressive Mexican government, which was the result of the clash of cultures in the country
- A reason for expansion into Mexico was that the Americans believed they could run the territory more efficiently. Around a million square miles of land was gained from Mexico, as a result of the Mexican War
- Expansion into, e.g. Oregon in the 1820s was motivated by a desire to set up farms, increase wealth and have more independence than they had in the east
- The search for gold led to thousands of settlers wanting to go west in the California Gold Rush.

Relevant points that suggest the change was limited may include:

- Government acquiring land for political purposes was a continuing reason. The acquisition of Louisiana by purchase in 1803 and the taking of Florida from the Spanish in 1819 were both examples of this
- A theme of commercialism ran through much of the desire to settle, ranging from colonists trying to have a better life as farmers, to gold diggers looking for instead wealth
- A belief in Manifest Destiny also underpinned much of the migration. Many Americans believed it was their destiny to expand westward
- There was a continuing desire to expand American culture and educate the Native Americans.

Question	
B1 (c) (ii)	How far did the work of the Freedmen's Bureau have the most significant impact in changing the position of Black Americans in the years 1850-77? You may use the following in your answer: • the compromise of 1850 • the Freedmen's Bureau. 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

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Indicative content

Relevant points that suggest that it was significant may include:

- The Bureau helped deal with the immediate problems of ex-slaves by providing clothing, fuel and temporary shelter for freedmen and their wives and children
- Its role later extended to helping find family members lost during the upheaval of the war. It also provided education to teach ex-slaves to read and write and helped set up schools for African-American children in the South
- The Bureau took a major step in race relations by encouraging black Americans and poor whites to work for plantation owners in a free labour market as employers and employees rather than as masters and slaves.

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

- The Bureau was not as effective as it should have been because many of the Southern states passed laws called the Black Codes to undermine its work
- The Bureau became less effective after 1869 because it had lost most of its funding as a result of opposition to its work by Southern Democrats
- The compromise of 1850 was important because it amended the Fugitive Slave Act and the slave trade in Washington, D.C., was abolished
- The amendments during and after the Civil War were significant. The 13th Amendment abolished slavery. The 14th Amendment gave black Americans equal rights and the 15th Amendment guaranteed the right to vote
- The Dred Scott case was a significant step back as the court decided that no black Americans, free or slave, could claim U.S. citizenship.

B2: Changes in Medicine, c1848-c1948

Question	Mark scheme
B1 (a)	Explain **TWO** ways in which the economy of the Southern States of the USA in the 1850s was different from the economy of the Southern States 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

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

Indicative content

Relevant points may include:

- A difference was the prosperity of the South. In the 1850s, cotton prices were at an all time high and the South prospered. The civil war destroyed the plantation system, many banks collapsed and there was economic depression in the South
- A difference concerned labour. In 1850, the Southern States had access to plentiful labour through slavery. After the Civil War, there was a perceived labour shortage as planters had lost close control of their ready labour market.

Question	Mark scheme
B1 (b)	Explain **TWO** causes of the failure of Grant's Peace Policy towards Native Americans. **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

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

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

Indicative content:

Relevant points may include:

- A cause was the Battle of the Little Big Horn (1876), as it provoked the US military to take revenge on the Sioux, destroying Grant's attempts at mediation in his Peace Policy
- A cause was the opposition of the Board of Indian Commissioners. Grant had appointed this board to implement his new Indian policy, but it disagreed with some of his policies
- A cause was lack of support from the Native Americans. Tribes that had not yet been brought onto reservations, especially the Cherokee, wanted to remain independent.

Question	Mark scheme
B1 (c) (i)	How far was opposition from Native Americans the main problem for Westward expansion in the years 1803-49? You may use the following in your answer: • opposition from Spain • opposition from Native Americans. 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

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Indicative content

Relevant points that suggest opposition from Native Americans was the main problem may include:

- The Native Americans proved resistant to Westward expansion. They sided with the British in their war against the United States in 1812. The viciousness shown during the Creek Wars also created bitter tension and further resistance
- The Indian Removal Act, (1830) allowed Jackson to forcibly move Native Americans to pre-planned areas in the west and increased Native American opposition towards settlers' expansion
- Westward expansion by settlers as a result of the Texas War of Independence (1835-36) and the war with Mexico provoked Native Americans to fight battles to preserve the greater autonomy they had experienced under Mexican rule.

Relevant points that suggest opposition from Native Americans was not the main problem may include:

- The objections of the Spanish government to US attempts to gain footholds in their territories led to years of tension and diplomatic opposition
- Opposition from Britain over settlers' expansion into the Pacific North West and Western Canada soured relations between the two countries
- Westward expansion created tension between supporters of slavery and those opposed to it as the new territories could alter the balance between slave and non-slave states
- Mexico stood in the way of expansion. American settlers had already established Texas in 1836. American belief in Manifest Destiny led to a war with Mexico
- Law and order was a problem created by westward expansion, particularly after the discovery of gold in California.

Question	
B1 (c) (ii)	How significant was the Kansas-Nebraska Act in changing relations between Northern States and Southern States in the USA in the years 1850-77? You may use the following in your answer: • the Kansas-Nebraska Act (1854) • the Reconstruction Act (1867). 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

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Indicative content

Relevant points that suggest the Kansas-Nebraska Act was significant may include the following:

- The Kansas-Nebraska Act infuriated many in the North who considered the Missouri Compromise to be a long-standing, binding agreement. In the pro-slavery South, it was strongly supported
- After the Kansas-Nebraska Act was passed, pro-slavery and anti-slavery supporters rushed in to settle Kansas. Violence soon erupted, leading to Bleeding Kansas and worsening relations
- The controversy around the Kansas-Nebraska Act brought John Brown into the public arena. His role in the 1856 Bleeding Kansas issue created resentment amongst pro-slavery Southern states.

Relevant points that suggest the Kansas-Nebraska Act was of limited significance may include the following:

- The 1850 Compromise worsened relations between the North and South. It was criticised by many southerners because it established the principle that Congress could make laws regarding slavery
- The Dred Scott decision had the effect of widening the political and social gap between North and South and took the nation closer to the brink of Civil War
- The Civil War was important because it led to open conflict between North and South and bitterness created during the fighting had a long-term impact
- The 1867 Reconstruction Act was important in changing relations because it led to the establishment of military districts and an army of occupation. This caused real bitterness in the South
- The 15th Amendment was important as many people in the South saw it as an attempt at reducing the Democrat power base in the nation.

B2: Changes in Medicine, c1848-c1948

Question	Mark scheme
B1 (a)	Explain **TWO** ways in which the position of black Americans in 1857 was different from the position of black Americans in 1877. **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

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

Indicative content

Relevant points may include:

- A difference concerned slavery. In 1857 slavery was legal in the South, but the 13th Amendment in 1865 gave full emancipation
- A difference concerned the rights of black Americans. In 1857 they had no right to be citizens or to vote. These rights were given in the 14th and 15th Amendments.

Question	Mark scheme
B1 (b)	Explain **TWO** causes of tensions between large and small states in the 1780s. **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

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

Indicative content:

Relevant points may include:

- A cause was slavery. There were disputes about whether slaves should be counted when calculating the representation of the various states in the lower house
- A cause was the rights of individual states. There were arguments about how much power the individual states should have, versus how much power the federal government should have
- A cause was representation in the Senate. The small states thought they were under-represented and the Connecticut Compromise was signed to try to resolve the issue.

Question	Mark scheme
B1 (c) (i)	How far was Jefferson's presidency the reason for worsening relations between the Northern and Southern States in the years 1800-70? You may use the following in your answer: • Jefferson's presidency • 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

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Indicative content

Relevant points that suggest Jefferson was the main reason may include:

- Jefferson argued that 'all men are created equal', but failed to emancipate his own slaves and so angered those, particularly in the North, who opposed slavery and its extension into the Louisiana Purchase areas
- He presided over the rapid expansion of slavery to the South and West after the Louisiana Purchase as he saw agriculture as the basis of the USA's future. This created further tension between the slave-owning South and the rest of the nation
- Jefferson's Southern Republicans wanted a limited central government and greater provision for states' rights. This created conflict with Federalists in the North who supported a strong central government.

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

- The Missouri Compromise made relations worse. It was criticised by many southerners because it established the principle that Congress could make laws regarding slavery. Northerners thought it accepted slavery
- The Kansas-Nebraska Act angered many in the North and the South. It led to a rush to settle Kansas and the outbreak of violence
- The Compromise of 1850 was very significant because it defused confrontation between free states and slave states that had arisen as a result of the Mexican War
- The Civil War was important because it led to open conflict between North and South and a legacy of ill-feeling, particularly over Reconstruction
- The 15th Amendment was important as many southerners believed that it was an attempt by the Republican North to reduce the Democrat power base in the South.

Question	
B1 (c) (ii)	How far was the Missouri Compromise the key turning point in dealing with the problems caused by westward expansion in the years 1803-49? You may use the following in your answer: • the Missouri Compromise (1820) • Manifest Destiny. 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

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Indicative content

Relevant points that suggest the Compromise was the turning point may include the following:

- The Missouri Compromise was passed in 1820 admitting Missouri as a slave state and Maine as a free state. This preserved the balance of power and removed a constitutional impediment to further westward expansion
- With the exception of Missouri, this law prohibited slavery in the Louisiana Territory north of the 36° 30′ latitude line. So, the Compromise solved the immediate problem caused by slavery
- The Compromise prevented potential conflict over the possibility of spreading slavery to new territories. For 30 years the Compromise worked, initially with two states being admitted together, one slave, one free.

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

- The Missouri Compromise failed to resolve the question of slavery and its place in the nation's future. It was disliked by both Northerners and Southerners and was later declared unconstitutional
- The Compromise did little to dampen growing belief in Manifest Destiny, so the desire to expand American territory westwards was not affected by it
- The Louisiana Purchase was important because it removed restrictions on expansion and allowed expansion beyond Appalachia
- The Transcontinental Treaty solved the problem of the boundary between the USA and Spain enabling Adams to insist that westward expansion could continue to the Pacific Ocean
- The Oregon Treaty was a compromise with Britain that settled disputes over US expansion in the Pacific Northwest.

B2: Changes in Medicine, c1848-c1948

Question	Mark scheme
B1 (a)	Explain **TWO** ways in which attitudes to federal government before Shays' Rebellion (1786) were different from attitudes to federal government after Shays' Rebellion. (6) **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

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Maximum 3 marks for an answer dealing with only one difference

Indicative content

Relevant points may include:

- A difference was the attitude to the power of the federal government. After Shays' rebellion there was an acceptance that there should be an increase in the power of the federal government to allow it to take measures against further uprisings
- A difference was the attitude towards a national constitution. Before Shays' rebellion there was some opposition to a national constitution as it would undermine the rights of individual states. After the rebellion there was greater support for one.

Question	Mark scheme
B1 (b)	Explain **TWO** causes of Custer's defeat in the Battle of the Little Bighorn (1876). **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

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

Indicative content:

Relevant points may include:

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

Question	Mark scheme
B1 (c) (i)	How significant was the Louisiana Purchase for the Westward expansion of the United States in the years 1803-61? You may use the following in your answer: • the Louisiana Purchase (1803) • 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

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Indicative content

Relevant points that indicate the Louisiana Purchase was significant may include:

- The Purchase doubled the size of the USA. It brought nearly a million square miles of territory into the Union and meant that Westward migration was easier. Settlers had free access to the Mississippi River and the strategic port of New Orleans
- The Purchase removed the threat of having a powerful France, under Napoleon, dominating the Mississippi River and access to the Gulf of Mexico
- The Purchase led to open conflict with the Native Indian tribes. They had not been consulted and, in time, they were removed from lands east of the Mississippi, culminating in the Trail of Tears.

Relevant points that suggest the significance was limited may include:

- The Purchase was controversial with many opposing it, saying that Jefferson had overstepped his authority and federalists being particularly opposed and trying to block the Purchase
- During the California Gold Rush, hundreds of thousands of migrants poured into California, bringing rapid economic growth and prosperity. The significant increase in population and infrastructure allowed California to qualify for statehood in 1850
- The Indian Removal Act, (1830) allowed Jackson to forcibly move Native Americans to pre-planned areas in the West and allow more settlers into the area
- Mexican opposition to US expansion into Florida, California and Texas was ended by the Treaty of Guadelupe Hidalgo in 1848, removing an obstacle to expansion
- Tension with the British ended as a result of the establishment of the 49th parallel as the border in the West between the USA and British Canada in 1842 and Polk's agreement over the borders of Oregon in 1846.

Question	
B1 (c) (ii)	How far was the Civil War the key turning point in settling the issues created by slavery in the years 1850-77? You may use the following in your answer: • the Compromise of 1850 • the Civil War. 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

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Indicative content

Relevant points that suggest the Civil War was the key turning point may include the following:

- The Civil War brought to an end the long-running disputes between free-soilers and those who wanted to expand slavery into new states
- Lincoln's statement in 1863, that one of his primary objectives in fighting the war was to end slavery, meant that a victory for the North ensured slavery would end
- The Civil War enabled the adoption of the 13th,14th and 15th Amendments, ending slavery forever in the United States and consequently settling the issue.

Relevant points that suggest the Civil War was not the key turning point may include the following:

- The bitterness created during the fighting made it more difficult to settle future disputes, especially as the South saw measures such as the Emancipation Proclamation as an attack on its way of life
- The 1850 Compromise was significant because it established the principle that Congress could make laws regarding slavery
- The Kansas-Nebraska Act, in effect, repealed the Missouri Compromise of 1820 by allowing white male settlers in those territories to determine, through popular sovereignty, whether they would allow slavery
- The establishment of the Freedmen's Bureau, providing advice on education and employment for former slaves, showed the government's commitment to ending slavery
- Racial discrimination and segregation continued after the Civil War, with many Black Americans still living as 'virtual' slaves.

B2: Changes in medicine, c1848-c1948

Question	
B1 (a)	Explain **TWO** ways in which the position of Native Americans in the USA in 1865 was similar to the position of Native Americans in the USA in 1877. **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

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

Indicative content

Relevant points may include:

- A similarity was that the Native Americans continued to resist threats to their land. For example, in 1865, Native Americans staunchly resisted encroachments on their land in Colorado. In 1877, they were still resisting in Dakota Hills
- A similarity was the Native Americans were under threat from government military action. In 1865, the Civil War forced them to flee to foreign lands. In 1876, the US military made a serious effort to pacify Montana, e.g. Little Big Horn.

Question	
B1 (b)	Explain **TWO** causes of the passing of the Kansas-Nebraska Act of 1854. **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

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

Indicative content:

Relevant points may include:

- A reason for the passing of the Act was that the Missouri Compromise had not been sufficient. There was now a need to settle the issue of slavery north of the 36° 30' line
- The Act was passed because a number of senators believed that granting territorial status to Kansas and would encourage settlers to move into the region and the building of a transcontinental railway across central USA
- A reason for the passing of the Act was that its supporters had the support of President Franklin Pierce, which encouraged others to support it.

Question	
B1 (c) (i)	How far did the federal government increase its powers in the years 1787-1820? You may use the following in your answer: • the Constitutional Convention (1787) • the Missouri Compromise (1820). 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

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Indicative content

Relevant points that suggest there was an increase may include:

- The establishment of the Constitutional Convention in 1787 increased the powers of the central government and led to accusations the states would be dominated by a potentially tyrannical central government
- There was an increase in powers as the introduction of the first National Bank in 1791 further extended the powers of the federal government
- Federal power was extended during the presidency of Adams who, because of the threat of revolution from French immigrants, introduced the Alien and Seditions Acts, which extended the powers of the president to arrest and deport foreign nationals
- The Missouri Compromise showed an increase in federal powers as it established the principle that Congress could make laws regarding slavery.

Relevant points that suggest there was not an increase may include:

- The Bill of Rights in 1789–91 (the first ten Amendments to the US Constitution) was a concession made by the Federalists to the Anti-federalists, who were concerned that a strong government would overpower the rights of individuals and states
- The Virginia and Kentucky Resolutions (1798) said that individual states could judge the constitutionality of central government laws and decrees
- Individual states could refuse to enforce laws deemed unconstitutional. Virginia and Kentucky did this
- Jefferson wanted a limited central government and greater provision for states' rights. He cut spending on of the federal armed and naval forces, thus reducing federal power.

Question	
B1 (c) (ii)	How far did the reasons for opposition to Westward expansion change in years 1803-49? You may use the following in your answer: • opposition from Spain • the Trail of Tears. 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

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Indicative content

Relevant points that suggest there was change may include:

- In the early period there was opposition from Spain caused by settlers' Westward expansion, which necessitated the Transcontinental Treaty to reduce disputes. This did not apply to the mid-19th century
- There was initial opposition from the French and British, but this did not apply after the Louisiana Purchase and a treaty between the USA and Britain in 1817 provided for the demilitarisation of the Great Lakes region
- Although the concept of Manifest Destiny had existed for many years, it was James Polk's election and enthusiastic pursuit of the policy that offended some Americans who saw it as arrogant land-grabbing
- There was a change in opposition as it became known that in some areas, particularly after the discovery of gold, there was lawlessness and 'ungodly behaviour'.

Relevant points that suggest the change was limited may include:

- In the early period the Mexicans objected to US expansion into Florida, California and Texas. This opposition continued throughout the period and ended only with the Treaty of Guadalupe Hidalgo in 1848
- Criticism of western expansion as an example of imperialism continued throughout the period, particularly overseas. The Mexican War was seen by some as an act of an aggression against a poor and weak republic
- Opposition throughout the period came as a result of mistreatment of Native Americans, as seen in the Trail of Tears. Such treatment continued throughout the period
- There continued to be some tension with Britain until the establishment of the 49th parallel as the border in the west between the USA and British Canada in 1842 and Polk's agreement over the borders of Oregon in 1846.

B2: Changes in medicine, c1848-c1948

B1 (a)	Explain **TWO** ways in which the position of Black Americans in the USA before the setting up of the Freedmen's Bureau in 1865 was different from the position of Black Americans in the USA after the setting up of the Freedmen's Bureau. **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

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

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

Indicative content

Relevant points may include:

- A difference was that the standard of living rose for many Black Americans in the South who received food, shelter and medical facilities through the work of the Bureau
- A difference was that there were significantly increased educational opportunities as the Bureau worked with private charities to found thousands of schools for Black Americans.

Question	Mark scheme
B1 (b)	Explain **TWO** causes of the North setting up a naval blockade of the Southern states in 1861. 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

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

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

Indicative content:

Relevant points may include:

- A cause was the desire to defeat the rebellion by blockading southern ports and controlling the Mississippi river. This would cut off and isolate the South from the outside world and possible supplies
- A cause was the desire to wear down the South without inflicting painful military defeats. This would make post-war reconciliation a lot easier
- A cause was that it was a strategy that could be easily implemented. At the start of the war, the North had the greater part of the US navy – 90 vessels out of a total of 120.

B1 (c) (i)	How significant was the Kansas-Nebraska Act in the changing relationship between the states of the USA in the years 1787-1861? You may use the following in your answer: • the Connecticut Compromise (1787) • 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 indicate that it was significant may include:

- The Kansas-Nebraska Act infuriated many states in the North that considered the Missouri Compromise to be a long-standing, binding agreement. In the pro-slavery South, it was strongly supported, thus increasing tension
- After the Act was passed, pro-slavery and anti-slavery supporters rushed in to settle Kansas. Violence soon erupted. 'Bleeding Kansas' led to further tension between the individual states
- Opposition to the Act brought Lincoln back into the limelight. His election in 1860 was significant in leading to military conflict between slave and free states.

Relevant points that suggest it was not significant may include:

- The Connecticut Compromise solved the dispute between larger and smaller states over representation in the Senate. In the House, a state's seats would be in proportion to population. In the Senate, all states would have equal representation
- A key turning point was the Compromise of 1850. Free and slave states were thrown against each other in the Great Debate, especially over the strengthening of the Fugitive Slave Act
- The actions of John Brown were important because of the 1859 raid at Harpers Ferry. His failure and execution turned Brown into a martyr for northern abolitionists and widened the conflict between free/slave states
- The Dred Scott decision was important in widening the political gap between North and South and bringing civil war nearer. Anti-slavery leaders in the North saw the ruling as evidence that Southerners wanted ultimately to rule the nation itself
- The outbreak of the Civil War in 1861 brought the Northern states into open conflict with the Southern states over the issue of slavery.

Question	
B1 (c) (ii)	How significant was the Indian Removal Act in overcoming the problems posed by Westward expansion of the USA in the years 1803-50? You may use the following in your answer: • the Indian Removal Act (1830) • Mexican opposition. 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

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Indicative content

Relevant points that suggest that the Indian Removal Act was significant may include the following:

- The Indian Removal Act allowed Jackson to forcibly move Native Americans to pre-planned areas in the west and create more opportunities for settlement
- The Act showed that problems created by Native American resistance could be overcome by the intervention of the federal government
- The Act was significant because it helped overcome the hunger for land which was growing amongst the settlers.

Relevant points that the suggest that the Indian Removal Act was not significant may include the following:

- The Act had no impact on the outbreak of lawlessness that resulted from the discovery of gold in the Sierra Nevada Hills in 1848 and subsequent huge influx of prospectors
- A major step in Westward expansion was the Louisiana Purchase. It solved the problem of free use of the Mississippi and prevented the threat of the French blocking expansion towards the Gulf of Mexico
- Opposition from Britain was settled by the Anglo-American Convention of 1818, the establishment of the 49th parallel as the border between the USA and British Canada in 1842 and Polk's 1846 agreement over the borders of Oregon
- Mexicans objected to US expansion into Florida, California and Texas. This opposition continued throughout the period but ended with the Treaty of Guadalupe Hidalgo in 1848
- The Compromise of 1850 provided a short-term solution to the issue of slavery in the new territories. The South gained by the strengthening of the fugitive slave law, whereas the slave trade was prohibited in Washington D.C.

B2: Changes in medicine, c1848-c1948

Question	Mark scheme
B1 (a)	Explain **TWO** ways in which the position of black Americans in the USA in 1877 was similar to the position of black Americans in the USA in 1865. (6) **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).

Marking instructions

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

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

Indicative content

Relevant points may include:

- A similarity was that most black Americans, although now technically free, were still trapped by poverty. Without their own land to farm, many moved about in their search for work, going into the cities in search of employment
- A similarity was that racial segregation continued and intimidation by local whites, often tolerated by local police and judiciary, kept many black Americans in an oppressed position.

Question	Mark scheme
B1 (b)	Explain **TWO** causes of discontent with the Supreme Court's decision in the Dred Scott case (1857). **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

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

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

Indicative content:

Relevant points may include:

- A cause was that the decision of the Court meant all people of African ancestry were not citizens of the United States and therefore could not sue in federal court. This offended many black Americans
- A cause was that the Court ruled that the federal government did not have the power to prohibit slavery in its territories and that the Missouri Compromise was unconstitutional, thus angering those who supported increased federal power
- A cause was that of the nine justices of the Supreme Court who heard the case in 1857, seven had been appointed by pro-slavery presidents from the South, and of these, five were from slave-holding families. Critics claimed the Court was biased.

Question	Mark scheme
B1 (c) (i)	How far did disagreements over the Constitution change in the years 1783-1809? You may use the following in your answer: • the Constitutional Convention (1787) • Jefferson's presidency. 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

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Indicative content

Relevant points that indicate there was change may include:

- Early disagreement was between those who advocated the continuing rights of the individual states and those who wanted to see a unifying central authority. The Constitutional Convention settled on state and federal governments sharing power
- Disagreement revolved around representation in Congress. Large states wanted representation based on population; smaller states wanted equal representation. This disagreement was ended by the Connecticut Compromise
- During Jefferson's presidency there was a dispute over whether slaves should be counted in the overall population. The disagreement was ended by the decision that 60% of the slave population should be counted for taxation and representation
- Following ratification of the Constitution drawn up by the Philadelphia Convention, disagreement changed to the dispute between the strict constructionists and broad constructionists who wanted a much more powerful federal government
- During Jefferson's presidency there was new political rivalry between those who supported agrarian interests and those who favoured the interests of towns and cities.

Relevant points that suggest change was limited may include:

- In effect, the disagreements changed little as they were largely related to the same issues: whether there should be a national constitution and who would hold the greater power, the individual states or a federal government
- The constitution drawn up by the Philadelphia Convention caused division in the country and there were continuing arguments between Federalists and Anti-Federalists in many states. Rhode Island did not ratify the constitution until 1791
- Once a constitution was drawn up the disagreements evolved into an argument about the power of the federal government. The disagreement between strict constructionists and broad constructionists continued to the end of the period.

Question	
B1 (c) (ii)	How far was government policy the main reason for Westward expansion in the years 1803-49? You may use the following in your answer: • the Indian Removal Act (1830) • 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

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Indicative content

Relevant points that suggest government policy was the main reason may include the following:

- A major step in Westward expansion was the Louisiana Purchase, undertaken as part of government policy for commercial reasons, to ensure the port of New Orleans remained available to American farmers
- Westward expansion (as in the Louisiana Purchase) occurred to remove the influence of the previous colonial powers. This was government policy
- The Indian Removal Act (1830) allowed Jackson to forcibly move Native Americans to pre-planned areas in the west and create more opportunities for settlement
- Mexico stood in the way of expansion. It was the government decision to go to war in 1846 that resulted in the Treaty of Guadelupe Hidalgo and the acquisition of a million square miles of new territory.

Relevant points that suggest government policy was not the main reason may include the following:

- Expansion into, e.g., Oregon in the 1820s was motivated by a desire to set up farms, increase wealth and have more independence than farm workers had in the east
- A theme of commercialism ran through much of the desire to settle, ranging from pioneers trying to have a better life as farmers, to gold diggers looking for wealth
- A belief in Manifest Destiny also underpinned much of the migration. Many Americans believed it was their destiny to expand westward
- The search for gold led to thousands of settlers wanting to go west in the California Gold Rush.

B2: Changes in medicine, c1848-c1948

Question	
B1 (a)	Explain **TWO** ways in which westward expansion after the Louisiana Purchase was different from westward expansion before the Louisiana Purchase. **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

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

Indicative content

Relevant points may include:

- A difference was that the USA was now expanding more rapidly. Before the Purchase the Union had been much smaller. The Purchase brought 828,000 square miles into the Union, nearly doubling its size
- A difference was that it motivated further expansion west to the Pacific Ocean. Before the Purchase, colonial powers restricted access to lands further west. Now settlers had free access to the Mississippi and the strategic port of New Orleans.

Question	
B1 (b)	Explain **TWO** causes of the failure of Grant's Peace Policy towards Native Americans. **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

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

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

Indicative content:

Relevant points may include:

- The policy was seen by Native Americans as attempting to 'civilise' them by converting them to Christianity and putting a stop to their traditional nomadic lifestyle. This only led to further conflict
- The policy failed because Congress opposed it and passed a law in 1870 banning military officers from serving at trading posts or Indian reservations
- The policy failed because it led to serious cases of violence and bloodshed between the U.S. military and Indians (e.g. as settlers began crossing Indian land after gold was discovered in the Black Hills of Dakota) which further lost Grant support.

Question	
B1 (c) (i)	How far was the Missouri Compromise the key turning point in relations between slave-holding and slave-free states in the years 1820-61? You may use the following in your answer: • the Missouri Compromise (1820) • the outbreak of civil war (1861). 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

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Indicative content

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

- The Compromise ended some of the bitterness and tension which had existed between slave states and non-slave states by agreeing that Missouri could join the United States as a slave state if Maine, in the north-east, joined as a free state
- The process of Compromise was crucial, as it revealed that sectional differences, that led to the Civil War, were present decades before. Southerners reasoned that, if slavery didn't expand westward, their way of life would die out
- The Compromise hardened views between pro-slavers and anti-slavers. Southerners saw it as a precedent for Congress to make laws concerning slavery, while Northerners disliked the fact that it allowed slavery in new territory.

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

- The Kansas-Nebraska Act infuriated many states in the North that considered the Missouri Compromise to be a long-standing, binding agreement. In the pro-slavery South, it was strongly supported, thus increasing tension
- A key turning point was the Compromise of 1850. Free and slave states were thrown against each other in the Great Debate, especially over the strengthening of the Fugitive Slave Act
- The actions of John Brown were important because of the 1859 raid at Harpers Ferry. His failure and execution turned Brown into a martyr for northern abolitionists and widened the conflict between free soil and slave states
- The Dred Scott decision was important in widening the political gap between North and South and bringing civil war nearer. Anti-slavery leaders in the North saw the ruling as evidence that Southerners wanted, ultimately, to rule the nation itself
- The outbreak of the Civil War in 1861 brought the Northern states into open conflict with the Southern states over the issue of slavery.

Question	
B1 (c) (ii)	How far was Jefferson's presidency (1801-1809) the most significant factor in changing the powers of the Federal government in the years 1783-1809? You may use the following in your answer: • the Bill of Rights (1791) • Jefferson's presidency. 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

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Indicative content

Relevant points that suggest that Jefferson's presidency was the most significant factor may include:

- Under Jefferson's direction, the Republican-dominated Congress repealed the Judiciary Act of 1801. This weakened federal government powers to appoint new judges and dozens of other federal law enforcers
- In the case of Marbury v. Madison (1802), the Supreme Court asserted the principle of judicial review: the power of the Court to rule on the legality of congressional actions, a significant step in strengthening federal powers
- Jefferson's plans for interstate roads and military power concentrated at West Point served to boost the power of federal government against Jefferson's best intentions to keep it limited
- During Jefferson's second term, a series of federal trade embargoes, e.g. British imports, dealt a blow to States' Rights. In response to possible European retaliation, Congress granted Jefferson power to raise a federal standing army.

Relevant points that suggest that Jefferson's presidency was not the most significant factor may include:

- The establishment of the Constitutional Convention in 1787 increased the powers of the central government and led to accusations the states would be dominated by a potentially tyrannical central government
- There was an increase in powers as the introduction of the first National Bank in 1791 further extended the powers of the federal government
- Federal power was extended during the presidency of Adams who, introduced the Alien and Seditions Acts, which extended the powers of the president to arrest and deport foreign nationals
- The Bill of Rights (1791) was a concession made by the Federalists to the Anti-federalists, who were concerned that a strong government would overpower the rights of individuals and states.

B2: Changes in medicine, c1848-c1948

Question	
B1 (a)	Explain **TWO** ways in which the economy of the Southern states of the USA in 1861 was different from the economy of the Southern states of the USA in 1865. **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

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

Indicative content

Relevant points may include:

- A difference was that, in 1861, the economy of the South was generally thriving. By 1865 destruction of infrastructure and the Northern blockade had damaged cotton exports and brought poverty
- A difference was that, in 1861, the Southern agriculture-based economy was based on a sound financial system. After the War, the Southern financial system was ruined. Confederate currency was worthless, preventing economic growth.

Question	
B1 (b)	Explain **TWO** causes of the opposition to Westward expansion in the years 1803-49. **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

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

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

Indicative content:

Relevant points may include:

- A cause was the fears of Mexico, which was concerned that the expanding USA might take over the whole of the Southwest and encroach on Mexico
- A cause was the resentment of the Native Americans who found themselves displaced from their land and their way of life destroyed
- A cause was objections from many Americans at the treatment of Native Americans as expansion took place, e.g. breaking treaty agreements not to take certain Native American territory.

Question	
B1 (c) (i)	How significant was Shays' Rebellion in bringing about a change in the power of the Federal Government in the years 1783-1820? You may use the following in your answer: • Shays' Rebellion (1786) • the Missouri Compromise (1820). 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

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Indicative content

Relevant points that Shays' rebellion was significant may include:

- The rebellion was significant in extending Federal power as Federalists cited the rebellion as an example of the confederation government's inability to act effectively in maintaining law and order
- The rebellion emphasised serious weaknesses in the Articles of Confederation that prevented the national government from effectively managing the country's finances
- Federalists used the rebellion to heighten paranoia about weak government, drawing some anti-Federalists to the 'strong government' side and leading to the replacement of the Articles of Confederation with the US Constitution
- Fears arising from the rebellion informed the debate over the nature of the new constitution and helped the Federalists push their case for a strong federal government and diminished states' rights.

Relevant points that the significance of Shays' rebellion was limited may include:

- The establishment of the Constitutional Convention in 1787 was important as it increased the powers of the central government and led to accusations from the states that they might be dominated by central government
- There was an increase in powers as a result of the introduction of the first National Bank in 1791, which further extended the powers of the federal government
- Federal power was extended because of the work of Adams, who introduced the Alien and Seditions Acts, which extended the powers of the president to arrest and deport foreign nationals
- The Missouri Compromise was important as it established the principle that Congress could make laws regarding slavery.

Question	
B1 (c) (ii)	How far were the problems faced by black Americans overcome in the years 1850-77? You may use the following in your answer: • the Dred Scott case (1857) • the Civil Rights Acts (1866 and 1875) 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

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Indicative content

Relevant points that suggest the problems were overcome may include:

- The extent of slavery was limited by the Compromise of 1850, which also amended the Fugitive Slave Act and was a step towards overcoming the problem of slavery by abolishing the slave trade in Washington, D.C.
- The 1866 Civil Rights Act gave Black Americans equality in law and full citizenship of the USA. This was boosted by the 1875 Act which outlawed racial discrimination in juries, schools, transportation, and public, overcoming the lack of civil rights
- The Amendments during and after the Civil War brought greater equality. The 13th Amendment abolished slavery. The 14th Amendment gave black Americans equal rights. The 15th Amendment guaranteed the right to vote
- The Freedmen's Bureau improved living standards by providing food, housing and medical aid, establishing schools and offering legal assistance to ex-slaves. It also attempted to settle former slaves on land confiscated during the Civil War.

Relevant points that suggest the problems were not overcome may include:

- The 1850 Fugitive Slave Act 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. This Act had not been overturned by 1877
- The Dred Scott case was a significant step back as the court decided that no black Americans, free or slave, could claim U.S. citizenship
- The Freedmen's Bureau was not as effective as it should have been because many of the Southern states used the Black Codes to undermine its work and the Freedmen's Bureau lost funding because of opposition from Southern Democrats
- The 1875 Civil Rights Act was passed only after all references to equal and integrated education were stripped from it and it was later declared unconstitutional by the Supreme Court.

B2: Changes in medicine, c1848-c1948

Question	Mark scheme
B1 (a)	Explain **TWO** ways in which the rights of the individual before the Bill of Rights (1791) were different from the rights of the individual after the Bill of Rights. **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

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

Maximum 3 marks for an answer dealing with only one difference

Indicative content

Relevant points may include:

- A difference was that the rights of the Federal and State Governments to limit individual freedoms were restricted. The Bill said no laws could be passed limiting freedom of speech, the right to assemble and petition for redress of grievances
- A difference was that the individual's rights to trial by jury, to be informed of the nature of the accusation, to be confronted with prosecution witnesses, and to have the assistance of counsel, were now enshrined in law.

Question	Mark scheme
B1 (b)	Explain **TWO** causes of Jefferson's '1800 Revolution'. **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

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

Indicative content:

Relevant points may include:

- A cause was the rivalry between Federalist and non-Federalist candidates. In its first 11 years, the new nation had never had a president who was not a supporter of federalism. The two leading candidates in 1800 were non-Federalist
- A cause was the voting system. Each state cast two votes without specifying which was for president and which for vice president. Jefferson and Burr tied and there was a dispute over which of them should become president
- A cause was discontent with Federalist government. It had introduced taxes on houses, land and enslaved people which impacted on every property owner. Many Americans thought it had failed to be responsive to the will of the people.

Question	Mark scheme
B1 (c) (i)	How far did the problems of settling the West change in the years 1803-49? You may use the following in your answer: • Native Americans • the annexation of Texas. 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

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Indicative content

Relevant points that indicate that there was change may include:

- The Louisiana Purchase removed the problem of opposition from a powerful France, under Napoleon, dominating the Mississippi River and access to the Gulf of Mexico
- The Indian Removal Act (1830) provided a partial solution to the problem of opposition from Native Americans by allowing Jackson to forcibly move them to pre-planned areas in the West and allow more settlers into the area
- Mexican opposition to US settlement in California and Texas was ended by the Treaty of Guadelupe Hidalgo in 1848
- A new problem emerged with the discovery of gold in California in 1848 and the influx of prospectors, resulting in the breakdown of law and order
- The problem of opposition from the British ended as a result of the establishment of the 49th parallel as the border in the West between the USA and British Canada in 1842 and Polk's agreement over the borders of Oregon in 1846.

Relevant points that suggest change was limited may include:

- The Louisiana Purchase created open conflict with the Native American tribes which continued throughout the period. Opposition from Native Americans was a problem which was not overcome by 1849
- Problems with the Native Americans continued. Westward expansion by settlers as a result of the Texas War of Independence (1835-36) meant continuing conflict as Native Americans tried to preserve their autonomy
- The logistics of settling in the West continued to be difficult. For example, in 1843 1000 settlers left Missouri and travelled 3200 km to Oregon. They suffered from food shortages, cholera and faced hazardous mountain and river crossings.

Question	
B1 (c) (ii)	How far did life improve for black Americans in the USA in the years 1850-77? You may use the following in your answer: • the Civil War • the 1877 Compromise. 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

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Indicative content

Relevant points that suggest the life improved 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
- The amendments during and after the Civil War were significant. The 13th Amendment abolished slavery. The 14th Amendment gave black Americans equal rights and the 15th Amendment guaranteed the right to vote
- The Freedmen's Bureau provided food, housing and medical aid, established schools and offered legal assistance to formerly-enslaved people. It also attempted to settle them on land confiscated or abandoned during the Civil War.

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

- 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 new 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 Bureau was not as effective as it should have been because many of the Southern states passed laws called the Black Codes to undermine its work
- After 1869 the Bureau lost most of its funding as a result of opposition to its work by Southern Democrats. Racial discrimination and segregation continued, with many black Americans still living like 'virtual' slaves as sharecroppers
- The Compromise of 1877 allowed the Democrats to take control of the Southern states again. As they were determined to deny black Americans their newly-acquired rights, this was a barrier to increased opportunity.

B2: Changes in medicine, c1848-c1948

Question	Mark scheme
B1 (a)	Explain **TWO** ways in which the way the USA was governed before the presidency of Jefferson (1801-09) was different from the way the USA was governed after his presidency. **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

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

Indicative content

Relevant points may include:

- A difference was that the Twelfth Amendment, passed during Jefferson's first term, meant that there was now separate voting for president and vice-president, in the electoral college, which had not previously been the case
- A difference was that before Jefferson's presidency, the Alien and Sedition Acts gave great power to the federal government to curtail the liberties of immigrants. After Jefferson's presidency, many of these restrictions no longer existed.

Question	Mark scheme
B1 (b)	Explain **TWO** causes of the failure of Grant's Peace Policy (1868) to improve conditions for Native Americans. **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 lack of support for Grant's policies from the Board of Indian Commissioners. Although Grant had appointed the Board, it did not agree with some aspects of his Peace Policy
- A cause was resistance to the policy from the Native Americans. Some tribes, like the Cherokee, had not been moved onto reservations in 1868 and were reluctant to lose their independence
- A cause was lack of public support. In 1876, the Battle of the Little Big Horn saw the death of Custer and over 250 US soldiers. This turned public thinking against any moderate policy towards the Native Americans.

Question	Mark scheme
B1 (c) (i)	How significant were agreements between the United States and other countries in overcoming the problems posed by westward expansion in the years 1803-49? You may use the following in your answer: • the Louisiana Purchase (1803) • Native Americans. 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.

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Indicative content

Relevant points that suggest that agreements were significant may include:

- The Louisiana Purchase settled rights over lands west of the Mississippi and reduced French opposition to American settlers' expansion
- A treaty between the USA and Britain in 1817 provided for the demilitarisation of the Great Lakes region, confirming steady relations and reducing opposition by Britain towards the United States as pioneers moved deeper into the region
- The Transcontinental Treaty defined the western limits of the Louisiana Purchase and Spain surrendered its claims to the Pacific Northwest. In return, the United States recognised Spanish sovereignty over Texas
- The establishment of the 49th parallel as the border between the USA and British Canada in 1842 and Polk's compromise over Oregon with Britain in 1846 further reduced British opposition to settlers' Westward expansion.

Relevant points that suggest that the significance of agreements was limited may include:

- Warfare played a significant part in overcoming problems for settlers, e.g. c.1 million sq. miles constituting the present states of California, New Mexico, Nevada and Arizona was taken from Mexico as a result of the 1846 war
- Opposition from Native Americans was overcome by the Indian Removal Act, which was the first official abandonment of the US policy of respective the rights of Native Americans
- Resistance from the Native Americans was overcome by force. The Indian Removal Act was enforced by the US military. 100, 000 tribesmen were marched westward in the 1830s, with up to 25% perishing on route
- A significant problem created by Westward expansion was the dispute over slavery between slave states and slave-free states, which was only partially solved by the Missouri Compromise.

Question	
B1 (c) (ii)	How far was the Civil War the most significant event in changing the status of Black Americans in the years 1850-77? You may use the following in your answer: • The Fugitive Slave Act (1850) • the Civil War (1861-65). 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

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Indicative content

Relevant points that the Civil War was significant may include the following:

- The Civil War provided the opportunity for Black Americans to demonstrate their abilities and their commitment to the United States. Black soldiers comprised about 10 percent of the Union Army and a third of them were killed
- As a result of the Union victory in the Civil War and the ratification of the Thirteenth Amendment to the Constitution (1865), nearly four million slaves were freed
- The Civil War undermined the Southern economy and destroyed the political power of many Southern politicians who resisted change. It opened the way to greater equality measures during reconstruction.

Relevant points that suggest that the Civil War's significance was limited may include the following:

- The 1850 Fugitive Slave Act imposed criminal penalties on anyone interfering with a slave owner's rights to his property, and restricted the legal rights of 'fugitive slaves' to a fair trial
- The Kansas-Nebraska Act allowed those two territories to decide 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 Dred Scott case was a significant step back as the court decided that no black Americans, free or enslaved, could claim U.S. citizenship
- The Freedmen's Bureau helped deal with the immediate problems of previously-enslaved people by providing clothing, fuel and temporary shelter for freedmen and their wives and children
- The 14th Amendment gave Black Americans equal rights and the 15th Amendment guaranteed the right to vote.

B2: Changes in medicine, c1848-c1948

Question	Mark scheme
B1 (a)	Explain **TWO** ways in which the position of Native Americans before the Indian Removal Act (1830) was different from their position after the Act. **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

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

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

Indicative content

Relevant points may include the following:

- A difference was that members of the five 'civilised' tribes now lived on lower-quality land. They were forced to give up good-quality land for unsettled western prairie land
- A difference was that the Native Americans were now clearly identified as peoples who could be treated in an arbitrary manner if they stood in the way of white territorial expansion. There was little pretence at caring for their welfare.

Question	Mark scheme
B1 (b)	Explain **TWO** causes of opposition to US westward expansion from other nations in the years 1809–49. **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

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

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

Indicative content:

Relevant points may include the following:

- A cause was the desire of nations such as Britain and Spain to maintain their position as colonial powers and keep a foothold in the North American mainland
- A cause was the need for other nations to keep control of territories in the North American mainland for trade or exploitation of raw materials, e.g. the British resisted US expansion into the Rockies where there were vast amounts of iron ore
- A cause was to protect their own borders and national integrity, e.g. the US annexation of Texas angered Mexico, which still claimed sovereignty over the state. Relations deteriorated further due to disputed boundaries between the states.

Question	Mark scheme
B1 (c) (i)	How far did the powers of the Federal government increase in the years 1783-1809? You may use the following in your answer: • the US Constitution (1789) • Jefferson's presidency. 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

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Indicative content

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

- The establishment of the Constitutional Convention in 1787 increased the powers of the central government and led to accusations the states would be dominated by a potentially tyrannical central government
- Federal power was extended during the presidency of Adams who, because of the threat of revolution from French immigrants, introduced the Alien and Sedition Acts, which extended the powers of the president to arrest and deport foreign nationals
- The introduction of the first National Bank increased federal authority as its primary purpose was to provide a credit facility for the Federal government and a depository for tax revenue
- The United States Constitution of 1789 increased Federal powers by creating a bicameral legislative branch and executive and judicial branches.

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

- The Bill of Rights was a concession made by the Federalists to the Anti-federalists, who were concerned that a strong government would overpower the rights of individuals and states
- Jefferson reduced the federal role of government in the lives of American people by cutting the costs of federal government through reducing government expenditure on the maintenance of the federal armed and naval forces
- The Virginia Resolution (1798) declared that state legislatures could declare acts of Congress unconstitutional, on the theory that states' rights overrode federal rights
- States' rights remained a central issue in 1809 (e.g. over tariffs and slavery), as did the role of the Supreme Court in deciding whether Congressional acts were constitutional.

Question	Mark scheme
B1 (c) (ii)	How far was the Civil War the key turning point in the changing relations between the Northern and Southern States of the USA in the years 1850-77? You may use the following in your answer: • the Compromise of 1850 • the Civil War. 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

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Indicative content

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

- The bitterness created during the fighting made it more difficult to settle future disputes, especially as the South saw measures such as the Emancipation Proclamation as an attack on its way of life
- Lincoln's statement in 1863, that one of his primary objectives in fighting the war was to end slavery, meant that a victory for the North ensured slavery would end, which would lessen disputes between North and South
- The Civil War enabled the adoption of the 13th,14th and 15th Amendments, ending slavery forever in the United States and consequently settling a major cause of conflict.

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

- The 1850 Compromise worsened relations between the North and South. It was criticised by many southerners because it established the principle that Congress could make laws regarding slavery
- The Kansas-Nebraska Act infuriated many in the North who considered the Missouri Compromise to be a long-standing, binding agreement. In the pro-slavery South it was strongly supported
- The Dred Scott decision had the effect of widening the political and social gap between North and South and took the nation closer to the brink of Civil War
- The Reconstruction Acts of 1867–68 imposed military rule across the South, fundamentally changing the relations between Northern and Southern States
- The Civil Rights Act 1875 outlawed racial discrimination in juries, schools, transportation and public accommodations and caused bitter resentment in the South, as it was seen as 'Northern interference'.

B2: Changes in medicine, c1845–c1945

Question	Mark scheme
B1 (a)	Explain **TWO** ways in which relationships between the US government and Native Americans in 1803 were different from relationships between the US government and Native Americans in 1849. **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

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

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

Indicative content

Relevant points may include the following:

- A difference was that the relationship changed as the government could no longer claim to be respecting Native American rights. The Indian Removal Act was the first major legislation transgressing their legal and political rights
- A difference was that relations were no longer built on trust; enforced migration of Native Americans from the time of the Trail of Tears reinforced the Native Indian belief that the US government supported the forceful annexation of native lands

Question	Mark scheme
B1 (b)	Explain **TWO** causes of the failure of Custer's Last Stand (1876). **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

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

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

Indicative content:

Relevant points may include the following:

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

Question	Mark scheme
B1 (c) (i)	How significant was Jefferson's Presidency in attempts to increase the role of the Federal Government in the years 1783-1809? You may use the following in your answer: • the Constitutional Convention (1787) • Jefferson's Presidency. 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

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Indicative content

Relevant points that indicate that Jefferson's Presidency was significant may include the following:

- Jefferson's plans for interstate roads and military power concentrated at West Point served to boost the power of federal government
- During Jefferson's second term, a series of federal trade embargoes, e.g. British imports, dealt a blow to States' Rights. To counter any European retaliation, Congress granted Jefferson power to raise a federal standing army
- The Louisiana Purchase significantly increased the role of the federal government by increasing territory it administered.

Relevant points that indicate that Jefferson's Presidency was not significant may include the following:

- Under Jefferson's direction, the Republican-dominated Congress repealed the Judiciary Act of 1801. This weakened federal government powers to appoint new judges and dozens of other federal law enforcers
- The establishment of the Constitutional Convention in 1787 increased the powers of the central government and led to accusations the states would be dominated by a potentially tyrannical central government
- There was an increase in powers, as the introduction of the first National Bank in 1791 further extended the powers of the federal government
- The Presidency of Adams was significant in increasing power, as the Alien and Seditions Acts extended the powers of the president to arrest and deport foreign nationals.

Question	Mark scheme
B1 (c) (ii)	How significant was the Reconstruction Act (1867) in changing relations between the Northern and Southern States of the USA in the years 1850-77? You may use the following in your answer: • the Dred Scott Case (1857) • the Reconstruction Act (1867). 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

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Indicative content

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

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

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

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

B2: Changes in medicine, c1845–c1945

Question	Mark scheme
B2 (a)	Explain **TWO** ways in which the role of women in medical care during the First World War was similar to the role of women in medical care 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 (similarity/difference).

Marking instructions

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

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

Indicative content

Relevant points may include:

- A similarity was women working as nurses at the front. In the First and Second World Wars qualified nurses and volunteers went out to the front
- A similarity was that in both wars there was a greater need for female doctors to work in hospitals at home to fill the gaps left by male doctors who had to go to the front.

Question	Mark scheme
B2 (b)	Explain **TWO** causes of the introduction of the National Health Service (NHS) in 1948. **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

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

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

Indicative content:

Relevant points may include:

- The Beveridge Report led to the Labour Government of Attlee announcing the desire to introduce a Welfare State to address Beveridge's 'Five Giants'. The NHS was part of this
- During the Second World War children had been evacuated from cities and many people began to see the poverty many people lived in. This led to people wanting to create a 'New World' with better conditions for all
- During the Second World War the Emergency Medical Service was created as there was a need to organise hospitals and medical staff to deal with the large numbers of casualties. This meant that there was a precedent for a national healthcare system.

Question	Mark scheme
B2 (c) (i)	How far were scientific discoveries responsible for changes in public health provision in the years 1848–75? You may use the following in your answer: • Pasteur's germ theory (1861) • the Public Health Act (1875). 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

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Indicative content

Relevant points that support the given factor may include the following:

- John Snow's research in 1854 proved the link between cholera and infected water, which led to pressure on parliament, local government and water companies to improve water supplies
- Pasteur's germ theory led to a better understanding of what caused disease. People began to accept that disease could be passed through polluted water so there was pressure to act. This led to the Public Health Act of 1875
- As a result of the work of Pasteur, there was a new understanding about microorganisms and how diseases spread, which helped to encourage other developments such as sewage systems.

Relevant points that challenge the given factor may include the following:

- Despite scientific discoveries such as Pasteur's it took a long time for people to accept new ideas. This prevented progress in public health provision
- The work of Chadwick and Snow eventually led to the 1866 Sanitary Act, which encouraged all towns to employ inspectors to check on water supplies and drainage. This helped to improve living conditions and public health
- The work of engineers such as Bazalgette developed sewers for London, which were able to deal with waste in a way that would improve public health
- Attitudes towards the role of government were changing. The broadening of the franchise put pressure on the government to respond to scientific developments
- The government passed a series of Acts such as the Public Health Act of 1875 that enforced changes such as the need to keep streets clean, thus improving conditions.

Question	Mark scheme
B2 (c) (ii)	How significant was the work of Robert Koch in improvements in medicine in the years 1860–1914? You may use the following in your answer: • Robert Koch's work on bacteriology • the magic bullet. 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

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Indicative content

Relevant points that it was significant may include the following:

- Koch identified the specific microbes that caused some individual diseases. As a result of this improved understanding of the causes of diseases, scientists hoped they could find ways of treating them
- The work of Koch on microbiology was the basis for developments in medical treatment. He identified the microorganisms for many fatal diseases such as cholera and tetanus
- Koch's discoveries led to other scientists such as Ehrlich working to develop new treatments such as the 'magic bullet'.

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

- Pasteur's germ theory (1861) highlighted links between hygiene and health and led to Lister's development of antiseptics. These developments complemented the work of Koch
- By 1901 Landsteiner's discovery of blood types enabled blood transfusions to be carried out successfully, helping people with blood-related medical problems
- Ehrlich's development of the 'magic bullet' for the treatment of syphilis was the first chemical cure for a disease
- Marie Curie's work on radiation enabled cancer tumours to be shrunk using radium, which was a breakthrough in medical treatment
- The development of x-rays by Rontgen in 1895 allowed for broken bones to be set properly and foreign bodies in wounds to be removed effectively. X-rays were also used to help diagnose tumours and TB, allowing for appropriate treatment.

B3: Japan in transformation, 1853–1945

Question	
B2 (a)	Explain **TWO** ways in which blood transfusions in 1905 were different from blood transfusions in 1920. **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

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

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

Indicative content

Relevant points may include:

- A difference was the way in which blood was stored. In 1905 blood could not be stored as it clotted, whereas by 1920 blood depots were used to store blood. This was enabled by the use of glucose citrate
- A difference was the method by which blood was transfused. In 1905 the donor had to be present when the blood transfusion took place. By 1920 indirect transfusion using a syringe and tube had been developed.

Question	
B2 (b)	Explain **TWO** causes of improvements in surgery in the years 1860–1905. **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

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

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

Indicative content:

Relevant points may include:

- The development of antiseptics. Lister developed Pasteur's germ theory and used carbolic acid to clean medical instruments and wounds. This meant that the death rate from infection in surgery dropped
- The development of aseptic surgery. Operations were carried out in clean operating theatres, by surgeons in clean clothes in an attempt to prevent microorganisms getting into wounds
- The reduction of blood loss. Lister discovered that cat gut could be soaked in carbolic and used to stitch up wounds. It dissolved in the body so did not prevent the body from healing properly, thus improving the success of operations.

Question	
B2 (c) (i)	How significant was Elizabeth Garrett in developing the role of women in medicine in the years 1848–1920? You may use the following in your answer: • Elizabeth Garrett • the First World War. 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

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Indicative content

Relevant points that suggest that she was significant may include:

- Garrett's founding of a hospital for women in London showed that women could take a leading role in hospital medicine
- Her determination to obtain medical training, by learning French and going to Paris, was an inspiration to others wishing to obtain medical degrees
- Garrett, being the first woman allowed to be a member of the BMA, set a precedent for other women to become doctors.

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

- Florence Nightingale's work, including the Nightingale School and her books, highlighted the importance of women in medicine
- The government changed the law to allow women to become doctors in 1876
- Garrett and other women faced opposition and harassment from other students who tried to prevent them from becoming doctors. After Garrett was admitted to the BMA in 1873, it was 19 years before another woman was allowed to join
- The work of Marie Curie in developing radiation and x-rays was a significant scientific breakthrough, helping to improve medical care
- The First World War created an opportunity for women to work as medics on the front line, as well as giving them openings to take up vacant roles in hospitals at home. This was a significant development.

Question	
B2 (c) (ii)	How significant was the work of Alexander Fleming in improvements in medical treatment in the years 1920–48? You may use the following in your answer: • Alexander Fleming • the NHS. 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

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Indicative content

Relevant points that suggest that it was significant may include:

- Fleming discovered that mould could kill bacteria such as staphylococci and that if this mould was diluted it could kill bacteria in living cells without harming them
- Fleming's work led to the development of an antibiotic, which had much significance in the fight against disease
- The work of Fleming encouraged other scientists to develop further theories. Florey and Chain followed up on his research by purifying the mould and it soon became possible for large quantities of penicillin to be made.

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

- It was Florey and Chain who pursued the mass production of penicillin, going to the USA to gain funding, which allowed further testing of the drug
- The Second World War gave an added urgency to the development of penicillin and governments were willing to provide money to support this
- The founding of the NHS in 1948 allowed medical treatment to be more readily available to all
- The treatment provided by the NHS included access to a wide range of services such as hospitals, dentists, GPs, opticians and maternity care
- Research led to the development of new, more successful ways to perform skin grafts and plastic surgery.

B3: Japan in transformation, 1853–1945

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

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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

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

Indicative content:

Relevant points may include:

- The role of Florence Nightingale. Her book, *Notes on Hospitals,* 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

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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

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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	
B2 (a)	Explain **TWO** ways in which the Public Health Act of 1848 was different from the Public Health Act of 1875. **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

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

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

Indicative content

Relevant points may include:

- A difference was the legal requirements of the Acts. In 1848, the act allowed local authorities to improve hygiene, but did not force them to do so. In 1875, the act compelled local authorities to improve hygiene
- A difference was the scope of the issues the local authorities were responsible for. In 1848, local authorities were encouraged to build sewers and organise the removal of rubbish. In 1875, the scope was widened to include a Medical Officer.

Question	
B2 (b)	Explain **TWO** causes of improvements in care in hospitals in the years 1848-75. **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

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

Indicative content:

Relevant points may include:

- The role of Florence Nightingale. Her book, *Notes on Hospitals,* set out recommendations for hospitals including spacing between beds and cleanliness. These ideas led to hospitals becoming more hygienic
- The improvement of nursing. In 1860 a school was set up to train nurses at St Thomas' hospital. This led to better trained nurses who understood about the importance of hygiene in hospitals
- The development of antiseptics. Carbolic acid was used to clean medical instruments and wounds. This meant that the death rate from infection in hospitals dropped.

Question	
B2 (c) (i)	How far did the understanding of the cause of disease change in the years 1848-1905? You may use the following in your answer: • the bad air theory • the germ theory. 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

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Indicative content

Relevant points that suggest there was a change may include:

- There was a change in understanding as shown by John Snow whose work proved cholera was water-borne
- Pasteur's germ theory convinced many scientists that bacteria caused human diseases
- Koch used Pasteur's work to discover the bacteria that caused specific diseases, such as TB and typhoid.

Relevant points that suggest the change was limited may include:

- There was resistance to the ideas put forward by Pasteur. Many people, including those who were educated, still believed in the theory of miasma for much of the period
- Lister's antiseptic techniques were not accepted by many doctors
- Pasteur's germ theory was generalised. Koch's discovery that specific bacteria caused specific illnesses was a breakthrough but the discovery of these bacteria was slow
- The continuing use of cures by ordinary people showed that the understanding of the cause of disease was limited. By the end of the 19th century the use of traditional remedies showed limited knowledge of scientific discoveries
- Lack of funding for scientists prevented the development of new ideas and the acquiring of new knowledge.

Question	
B2 (c) (ii)	How significant was the First World War for developments in surgery in the years 1914-48? You may use the following in your answer: • transfusions • plastic surgery. 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

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Indicative content

Relevant points that suggest that it was significant may include:

- There were improvements in blood transfusion as discoveries in 1915 and 1916 led to improvements in storing blood, and allowed for easier indirect transfusion
- New plastic surgery techniques were developed to deal with the horrific facial injuries some soldiers suffered from. A specialist hospital was set up in Kent for plastic surgery
- New brain surgery techniques were developed such as that by Harvey Cushing which extracted metal from wounds using magnets. He also discovered that it was better to use local anaesthetic than general when operating on the brain
- Excision techniques and the Carrel-Dakin method were developed. It was difficult for hospitals on the fronts in the First World War to recreate aseptic conditions so they had to develop fast techniques to deal with significant injuries.

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

- Plastic surgery techniques became more sophisticated after the First World War, particularly in the treatment of burns, for example the use of saline baths in the Second World War
- During the Second World War doctors started to use blood plasma as a substitute for whole blood. A dried plasma package was developed which made transportation and storage simpler
- Surgical techniques developed in the First World War were limited until the development of penicillin to help prevent the spread of infection
- Improvements in skin graft techniques developed quickly in the inter-war years, for example using pieces of bone to rebuild features and developing methods of grafts and transplants for the eyes.

B3: Japan in transformation, 1853-1945

Question	
B2 (a)	Explain **TWO** ways in which government involvement in public health in 1860 was different from government involvement in public health in 1875. **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

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

Indicative content

Relevant points may include:

- A difference was that, in 1860, local authorities were encouraged to set up Boards of Health, but from 1875, local authorities were forced to follow measures set out by the government
- A difference was that, in 1860, government encouragement revolved largely around clean water supplies. From 1875, local authorities were forced to deal with a wider range of responsibilities, such as street lighting and the quality of food.

Question	

B2 (b)	Explain **TWO** causes of the dangers in surgery in the years 1848-60. **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).

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

Indicative content:

Relevant points may include:

- The lack of understanding of hygiene. Surgeons would often not wash before operations, many people were present and operating equipment was not sterilised
- Unreliable anaesthetics. Ether had side effects for the patients and it was often difficult to get the dose of chloroform right
- The increasing complexity of operations. As chloroform was effective in anaesthetising patents doctors could try to perform more complex operations. This was a problem as more blood was lost and the introduction of infection more likely.

Question	
B2 (c) (i)	How significant was warfare in bringing about changes in medicine in the years 1875-1920? You may use the following in your answer: • Koch's discoveries • plastic surgery in the First World War. 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.

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Indicative content

Relevant points that suggest that it was significant may include:

- New techniques in surgery, such as debridement or the Carrel-Dakin method, were developed, which helped to treat gangrene
- The Thomas splint was developed to keep the leg still and prevent bones from breaking through the skin and infection developing
- Brain surgery techniques, such as the use of magnets to draw out pieces of metal from wounds were developed
- The war led to further developments in blood transfusions allowing blood to be stored, and indirect transfusion to occur
- Plastic surgery techniques developed quickly as a response to the greater need during the war.

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

- Pasteur and Koch's pre-war discoveries led to the development of micro-biology and the greater understanding of the spread of disease
- Initial work on blood transfusions and understanding of blood types led to person-person transfusions becoming possible by 1901
- X-rays were developed by 1895 that could help locate foreign objects in a wound, or help the diagnosis and treatment of some diseases.

Question	
B2 (c) (ii)	How far did medical treatment change in the years 1914-48? You may use the following in your answer: • the treatment of burns • penicillin. 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.

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Indicative content

Relevant points that suggest that there was a change may include:

- Plastic surgery to treat burns was developed by Gillies during the First World War
- As a result of the discovery of Prontosil, new drugs were developed that could cure pneumonia, scarlet fever and meningitis
- Florey and Chain followed up Fleming's research and successfully developed a way to purify penicillin so it could be used to treat patients
- The development of new ways of mass-producing and storing penicillin made the drug available in vast quantities by the Second World War
- The blood transfusion service was developed during the Second World War, becoming an efficient organisation for storing and delivering blood wherever it was needed.

Relevant points that suggest that change was limited may include:

- The pace of medical research was slowed after World War I as the necessity for medical improvements had gone
- There was continuity in treatments for many things that remained perplexing, such as polio, heart disease and other organ failure
- Medical care was still provided mainly through GPs and small, local hospitals.

B3: Japan in transformation, 1853–1945

Question	Mark scheme
BX (a)	Explain **TWO** ways in which Japan's attitude to the West before the Perry Mission in 1853 was different from Japan's attitude to the West in 1895. **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

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

Indicative content

Relevant points may include:

- A difference was that, as a result of Perry's enforced opening up of Japan to Western trade, the Japanese developed more respect for the military and economic strength of the West
- A difference was that, by 1895, Japan had accepted the technological superiority of the West and had begun to use technological developments to modernise its military and its industry.

Question	
B2 (a)	Explain **TWO** ways in which ideas about the causes of disease in 1848 were different from ideas about the causes of disease in 1875. **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

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

Indicative content

Relevant points may include:

- A difference was that Snow's research in 1854 showed that water could transmit disease. This had not been known in 1848
- A difference was the development of germ theory. In 1848 miasma theory was accepted as the way in which disease spread, whereas by 1870 the germ theory had disproved it.

Question	
B2 (b)	Explain **TWO** causes of improvements in medical treatment in the years 1920-48. **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

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

Indicative content:

Relevant points may include:

- The development of penicillin. The work of Fleming in developing penicillin and the subsequent work of Florey and Chain in mass producing the drug led to effective treatment of bacterial infections
- The increased role of the government in co-ordinating access to medical treatment from doctors and in hospitals and especially in the creation of the NHS in 1948
- The understanding of post-traumatic stress disorder. During the First World War this was called shell shock and little understanding was shown. By the time of the Second War psychiatric hospitals had been set up to care for servicemen.

Question	
B2 (c) (i)	How far did surgery change in the years 1875-1920? You may use the following in your answer: • aseptic surgery • X-rays. 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.

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Indicative content

Relevant points that suggest that there was change may include:

- X-rays were used from 1895 to identify foreign objects in wounds, which allowed surgery to be more effective. Mobile x-ray units were also developed during the First World War
- Blood transfusions were improved allowing for blood to be stored effectively, thus allowing longer operations
- During the First World War, it was impossible to recreate aseptic hospital conditions, therefore techniques such as debridement were developed to prevent gangrene by cutting away damages and infected tissue
- New plastic surgery techniques were developed by people such as Gillies during the First World War, to deal with the consequences of facial wounds
- As antiseptics, such as carbolic, were inefficient when dealing with gas gangrene, the Carrel-Dakin method was developed.

Relevant points that suggest that change was limited may include:

- Amputation continued to be used to prevent the spread of infection and death
- Aseptic surgery continued to be practised as the understanding of microorganisms increased
- There was little change in how wounds were stitched. Catgut was used as a ligature as it dissolved after 2 weeks and could be soaked in carbolic acid.

Question	
B2 (c) (ii)	(ii) How far did war change the role of women in medicine in the years 1914-45? You may use the following in your answer: • nursing • the Second World War. 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.

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Indicative content

Relevant points that suggest that there was change may include:

- During the First World War, women were sent out to the front in VADs. They drove ambulances and acted as nurses in the RAMC. This showed women were necessary to the war effort
- A new military hospital in London during World War I was staffed entirely by women, showing an acceptance of the essential role of women in medicine
- The Second World War opened up opportunities for women to take on new roles and responsibilities, such as carrying out medical examinations on children being evacuated
- The number of female medical students rose from c200 in 1938 to nearly 3000 at the end of the Second World War.

Relevant points that suggest change was limited may include:

- During the First World War, female doctors were not welcomed on the Western Front as the government believed there were enough male doctors
- Attitudes towards female doctors reverted to how they had been before the First World War with women finding it difficult to be employed in hospitals once that war had ended
- During the First World War, women were accepted into the 12 London hospital schools, but after the war, admission to training was more restricted
- During the Second World War fewer female doctors were needed than in the First World War as fewer men were called up.

B3: Japan in transformation, 1853–1945

Question	Mark scheme
BX (a)	Explain **TWO** ways in which Japan's society in 1867 was similar to Japan's society 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

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

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

Indicative content

Relevant points may include:

- A similarity was that Shinto remained the established religion in both 1867 and 1919
- A similarity was that Japanese society remained elitist, with deference to the Emperor and the perfect woman still considered as a 'good wife, wise mother'.

Question	
B2 (a)	Explain **TWO** ways in which surgery in 1905 was different from surgery in 1920. **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

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

Indicative content

Relevant points may include:

- A difference was the provision of blood for operations. In 1905, it was not possible to store blood but, by 1920, blood could be stored for up to 4 weeks
- A difference was improvements in techniques. In 1905, skin grafts were often rejected by the body but, by 1920, due to the development of the pedicle tube, skin grafts were more successful.

Question	
B2 (b)	Explain **TWO** causes of the development of penicillin in the years 1920-48. **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

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

Indicative content:

Relevant points may include:

- Penicillin developed due to the work of Fleming, which identified the ability of penicillin mould to kill bacteria without harming cells
- Penicillin developed due to Florey refusing to patent the drug, meaning further development costs did not rise
- Penicillin developed due to the funding of Florey's research by the US government, which enabled him to develop methods to mass produce the drug.

Question	
B2 (c) (i)	How far did medical treatment change in the years 1848-75? You may use the following in your answer: • hospitals • antiseptics. 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

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Indicative content

Relevant points that suggest that there was a change may include:

- Hospitals became cleaner, and nurses better trained, due in part to the work of Florence Nightingale
- Infirmaries were opened, allowing a wider range of people to have access to a doctor
- Elizabeth Garrett-Anderson becoming the first female doctor and member of the BMA opened the doors for more women to become doctors
- Chloroform was used to provide pain relief for childbirth
- Developments of antiseptics including the carbolic spray invented by Joseph Lister reduced the risk of cross-infection.

Relevant points that suggest change was limited may include:

- Herbal remedies and cure-alls continued to be popular treatments, especially for those who could not afford to pay for a doctor
- All Doctors continued to be male. Most people still had to pay to see a doctor, limiting the numbers of people who had access to medical treatment
- Koch's work allowed for the identification of micro-organisms responsible for various diseases, but few treatments were developed for specific illnesses.

Question	
B2 (c) (ii)	How far did public health provision change in the years 1848-75? You may use the following in your answer: • the Public Health Act (1848) • the work of Snow. 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

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Indicative content

Relevant points that suggest that there was a change may include:

- Snow's work demonstrated the link between cholera and infected water, which led to local authorities enacting improvements
- Bazalgette's sewer system in London, which was in place by 1865, meant that sewage was dealt with in a way that would stop it damaging public health
- The work of Pasteur and the development of germ theory led to a wider acceptance of the link between water and disease. The evidence served to encourage town councils to take action on polluted water
- The 1866 Sanitary Act ensured that towns had to employ inspectors to check on water supplies and drainage
- The 1875 Public Health Act made local authorities responsible for sewerage, housing, clean water and street lighting.

Relevant points that suggest change was limited may include:

- Despite some changes in public health provision, the overcrowding of towns made it difficult for improvements to take effect
- The 1848 Public Health Act had limited impact as local authorities were not compelled to put the suggestions into action, and its terms were temporary
- Many scientists clung to the bad air theory and the limited scientific evidence of other theories meant it was difficult to persuade local politicians of the need to enforce public health changes.

Question	
B2 (a)	Explain **TWO** ways in which government action in public health in 1875 was different from government action in public health in 1911. **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

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

Indicative content

Relevant points may include:

- A difference was in the range of provision. By 1911, free school meals had been set up to provide children with at least one good meal a day to improve their general health, whereas this provision did not exist in 1875
- A difference was the attitude towards children's health. By 1911, the establishment of the School Medical Service meant that children were checked for a variety of diseases. These diseases were not checked in 1875.

Question	
B2 (b)	Explain **TWO** causes of the progress of women in medicine in the years 1914-48. **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

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

Indicative content:

Relevant points may include:

- The First World War. The opportunities offered to women to fill the roles of male doctors in hospitals raised their profile and meant more female doctors were employed
- The Second World War. Women had opportunities to work with the Emergency Medical Service due to greater need for treatment because of casualties on the home front
- The Second World War. Women had the opportunity to serve abroad with the army, which enhanced their training and widened their medical experiences.

Question	
B2 (c) (i)	How significant was the germ theory in changing the understanding of the causes of ill health the years 1848-75? You may use the following in your answer: • the work of Chadwick • the germ theory. 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

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Indicative content

Relevant points that suggest that it was significant may include:

- Pasteur's germ theory showed that micro-organisms were present in the air, thus disproving the previous idea of spontaneous generation
- The germ theory was significant as it identified that the micro-organisms in the air caused decay
- The germ theory was significant as it helped to explain the link between health and hygiene
- The germ theory helped to explain how infections developed after surgery.

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

- It took many years for Pasteur's theory to be fully accepted by medical practitioners and the public
- The work of Florence Nightingale helped to highlight the importance of cleanliness in hospitals
- The work of Chadwick brought to people's attention the link between poor living conditions and people's health
- The work of Snow helped to identify the link between infected water and cholera.

Question	
B2 (c) (ii)	How significant was Lister to developments in surgery in the years 1848-1905? You may use the following in your answer: • the use of chloroform • Lister. 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

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Indicative content

Relevant points that suggest that he was significant may include:

- Lister successfully used carbolic acid to prevent infection, thus allowing surgical equipment to be cleaner and surgery safer
- Lister's work ensured operating theatres and gowns were cleaner, leading to a reduced risk of infection
- Lister's use of catgut as ligatures helped to solve the problem of blood loss in surgery, thus allowing longer and more complicated operations to take place.

Relevant points that suggest that his significance was limited / other factors were significant may include the following:

- Many doctors and nurses did not adopt Lister's suggestions as they were too time consuming, or they did not accept germ theory
- The problem of pain in surgery was helped by Simpson's use of chloroform, giving surgeons more time to work and allowing them to carry out more complicated operations
- Pasteur's germ theory was significant in establishing the way in which micro-organisms spread disease and it led to an understanding of why infection often developed after surgery
- Koch's development of a steam steriliser made ensuring surgical equipment was clean much easier
- The use of cocaine as a local anaesthetic helped to improve the safety of surgery as the patient did not have to have a general anaesthetic.

B3: Japan in transformation, 1853–1945

Question	
B2 (a)	Explain **TWO** ways in which surgery in 1848 was different from surgery in 1875. **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

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

Indicative content

Relevant points may include:

- A difference was in the acceptance of anaesthetics. In 1848, anaesthetics were new and there was opposition to their use whereas, by 1875, the widespread use of anaesthetics allowed more complex operations to take place
- A difference was the reduction in infection. In 1848, there were no effective antiseptics but, by 1875, Lister's carbolic spray was widely used, making operations safer.

Question	
B2 (b)	Explain **TWO** causes of the problems of medical treatment for soldiers in the First World 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

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

Indicative content:

Relevant points may include:

- A cause was the difficulty of blood transfusions. The limited ability to store blood led to challenges in dealing with the large numbers of soldiers needing blood
- A cause was the nature of the wounds and the need for development of new plastic surgery techniques to deal with them
- A cause was the prevalence of shell shock and a lack of understanding about the condition or how to deal with it.

Question	
B2 (c) (i)	How significant was Florence Nightingale in developing the role of women in medicine in the years 1848-75? You may use the following in your answer: • Florence Nightingale • Elizabeth Garrett. 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

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Indicative content

Relevant points that she was significant may include:

- Florence Nightingale's high profile made it acceptable for women to train as nurses
- Women became more involved in the focus on cleanliness in hospitals, and nurses better trained, due in part to the work and reputation of Florence Nightingale
- Florence Nightingale's books highlighted the importance of women in medicine as well as the need for improvements in hospitals. 'Notes on nursing' was translated into 11 languages, showing her influence beyond the UK
- The introduction of Nightingale wards showed how seriously her suggestions were taken.

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

- Florence Nightingale's work was not focused on women becoming doctors but on improvements in hygiene
- Garrett's founding of a hospital for women in London showed that women could take a leading role in hospital medicine
- Garrett, being the first woman allowed to be a member of the BMA in 1873, set a precedent for other women to become doctors
- New antiseptic techniques made the role of nursing more specialised and valued.

Question	
B2 (c) (ii)	How far were developments in science and technology responsible for changes in medicine in the years 1920-48? You may use the following in your answer: • fighting infection • the NHS. 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.

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Indicative content

Relevant points that support the given factor may include the following:

- The development of the second magic bullet, Prontosil, had a significant impact on the treatment of streptococcus infections
- Florey and Chain's development of penicillin showed it could be effectively used to treat infection
- New mass production and storage techniques allowed penicillin to be made available in vast quantities.

Relevant points that challenge the given factor may include the following:

- The impetus of the Second World War encouraged the US government to provide funding for the development of penicillin
- The government set up vaccination programmes to ensure people were protected against diphtheria
- The impact of the Second World War helped lead to greater government involvement in health care, leading to the introduction of the NHS in 1948
- The NHS provided universal health care for all, free at the point of access, which was a huge change in medical provision
- The need during the war for blood supplies led to the improvement of the blood transfusion service.

B3: Japan in transformation, 1853–1945

Question	
B2 (a)	Explain **TWO** ways in which the role of women in medical care in 1875 was different from the role of women in medical care in the First 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

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

Indicative content

Relevant points may include:

- A difference was the numbers of women who were doctors. In the First World War, 1% of doctors were women, whereas in 1875 there was only 1 female doctor
- A difference was more women were needed for war in 1914. Due to the large number of casualties, more female medical volunteers were needed. Organisations like FANY brought nurses to the front lines to treat casualties.

Question	
B2 (b)	Explain **TWO** causes of the improvements in surgery in the years 1848-75. **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

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

Indicative content:

Relevant points may include:

- A cause was the use of anaesthetics. Ether was found to deaden pain and this meant more complex operations that could last longer could be performed. Chloroform was also found to be effective and had fewer side effects
- A cause was improvements in technology leading to Snow's chloroform inhaler being invented. This measured the chloroform dose carefully, meaning fewer people would die from overdoses
- A cause was the use of carbolic as an antiseptic. Lister began to use solutions of carbolic acid to clean wounds and the death rate in surgery dropped as a consequence.

Question	
B2 (c) (i)	How significant was the role of government in improving public health provision in the years 1860-1905? You may use the following in your answer: • the Public Health Act (1875) • the work of 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

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Indicative content

Relevant points that it was significant may include:

- The introduction of the 1875 Public Health Act was significant in that it made local authorities responsible for a range of public health provisions
- The government made it illegal for factories to put their waste into rivers, thus improving the quality of the water supply
- The 1899 Infectious Disease Act compelled the reporting of infectious diseases to the local Medical health Officer and to isolation hospitals being built, thus helping to slow the spread of diseases
- A willingness on the part of government to spend money on public health, due to the abandonment of laissez-faire approaches, allowed Joseph Bazalgette's ideas to be implemented.

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

- The work of Koch led to a greater understanding of micro-organisms and how diseases spread, showing the importance of improving hygiene
- The ideas of Bazalgette led to sewers being built in London, which enabled waste to be disposed of safely
- The acceptance of the Pasteur's germ theory led to greater pressure being put on local and national government to improve public health
- The increase in the number of voters led to political parties developing policies that reflected the needs of a wider range of people, rather than just the rich.

Question	
B2 (c) (ii)	How significant was warfare in bringing about changes in surgery in the years 1905-48? You may use the following in your answer: • x-rays • the Second World War. 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.

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Indicative content

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

- The invention of the Thomas splint in the First World War improved the chances of survival for soldiers who were shot in the leg. It reduced blood loss and enabled the casualties to be operated on
- The development of mobile x-ray machines during the First World War allowed foreign objects to be located in the body, which then enabled surgery to be more successful
- Conditions in the Second World War made it urgent to find a way to mass produce antibiotics. The achievement of this was significant in the battle against infection.
- Harold Gillies and others developed plastic surgery techniques during the First World War. These techniques developed further during the Second World War as there was an increased need to treat burns.

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

- The problems of infection remained difficult to resolve until mass production of penicillin became possible towards the end of the Second World War
- Skin graft techniques had already started to be developed before the First World War
- Finance was a significant factor in the development of penicillin. Florey and Chain appealed to the USA for investment into methods that could be used to produce and store penicillin in vast quantities
- Ideological changes played a role in improving access to surgery for more people after the founding of the NHS.

B3: Japan in transformation, 1853–1945

Question	
B2 (a)	Explain **TWO** ways in which the Public Health Act of 1848 was similar to the Public Health Act of 1875. **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).

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

Indicative content

Relevant points may include:

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

Question	
B2 (b)	Explain **TWO** causes of the lack of progress in medical treatment in the years 1848-60. **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).

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

Indicative content:

Relevant points may include:

- A cause was the lack of bodies to dissect, which was due to people wishing to be buried intact. This meant it was difficult to plan research or study specific conditions
- A cause was a lack of funding for research and development in medicine due to the reluctance of the government to invest
- A cause was the acceptance of the humours theory, which made sense to people and prevented further probing of conditions.

Question	
B2 (c) (i)	How significant was the use of radioactivity in bringing improvements in medical treatment in the years 1875-1920? You may use the following in your answer: • Ehrlich • the use of radioactivity. 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.

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Indicative content

Relevant points that it was significant may include:

- Radioactivity was developed by Marie Curie and her husband and was used to diagnose and treat cancers
- Marie Curie's research into using radioactivity to kill or shrink tumours was the basis of radiotherapy
- Marie Curie did not patent her work meaning other people could use radioactivity freely to develop further treatments
- During the First World War, radioactivity was used in mobile x-ray machines for ambulances. These machines allowed soldiers to be x-rayed and treated more quickly.

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

- Ehrlich's magic bullet was the first chemical cure for a disease and was the basis for future cures
- The work of Koch built on that of Pasteur identifying specific bacteria that caused diseases, allowing more targeted treatment
- The development of more powerful microscopes helped scientific investigations into diseases, leading to better treatment
- The development of blood transfusions allowed some conditions to be treated more effectively.

Question	
B2 (c) (ii)	How far did the role of women in medicine change in the years 1875-1920? You may use the following in your answer: • Elizabeth Garrett • the First World War. 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.

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Indicative content

Relevant points that suggest there was a change may include:

- The numbers of women training to be doctors rose from 1 qualified doctor in 1875, Elizabeth Garrett, to 610 in 1911 and 1500 by the end of 1921
- In 1883, Anderson was appointed Dean of the London School of Medicine for Women, which she had helped to found in 1874, and oversaw its expansion. This improved the opportunities for women as medical practitioners
- Nurses were able to be involved in minor surgery in First World War casualty clearing stations
- Women became more assertive in taking up medical roles, e.g. setting up various military hospitals and casualty clearing stations at the front during the First World War
- Female doctors on the home front in the First World War had greater opportunities to work in hospitals as over half the male doctors in the UK entered the army.

Relevant points that show change was limited may include:

- Women continued to encounter great difficulties in becoming doctors. Despite the law being passed in 1876 to allow women to train as doctors, by 1914 only 1% of all doctors was female
- Attitudes towards female doctors remained negative. Female doctors volunteering for roles on the Western Front were unwelcomed
- Changing attitudes towards women working as doctors tended to be temporary, with many being forced out of hospitals and back to being GPs after the war had ended.

Question	
B2 (a)	Explain **TWO** ways in which the role of local authorities in public health after 1875 was different from their role in public health before 1875. **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).

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

Indicative content

Relevant points may include:

- A difference was that local authorities were now obliged to appoint a Medical Health Officer in charge of public health. Very few local authorities had such an officer before 1875
- A difference was that local authorities were now compelled to ensure there was a supply of clean water and that sewage was disposed of effectively. Previously, local authorities had been 'allowed' to provide these services.

Question	
B2 (b)	Explain **TWO** causes of improvements in surgery in the years 1865-1905. **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).

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

Indicative content:

Relevant points may include:

- A cause was Lister's discovery that a solution of carbolic acid on wounds greatly reduced the chances of infection and subsequent death
- A cause was the development of x-rays by Roentgen, which allowed surgeons to operate more precisely
- A cause was developments in safer blood transfusion, through the work of Landsteiner, that showed that transfusions worked effectively only between the correct blood groups.

Question	
B2 (c) (i)	How far was it Florence Nightingale who made the most significant contribution by a woman to the development of medicine in the years 1860-1920? You may use the following in your answer: • Florence Nightingale • Marie Curie. 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

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Indicative content

Relevant points that suggest Florence Nightingale's contribution was the most significant may include:

- Florence Nightingale's high profile made it acceptable for women to train as nurses
- There was a greater focus on cleanliness in hospitals, and nurses were better trained, due in part to the work and reputation of Florence Nightingale
- As a result of Nightingale's recommendations, new hospitals were built out of materials which could be easily cleaned, with better ventilation and separate isolation wards for patients with infectious diseases
- Florence Nightingale's books highlighted the importance of women in medicine as well as the need for improvements in hospitals. 'Notes on Nursing' was translated into 11 languages, showing her influence beyond the UK.

Relevant points that Florence Nightingale's contribution was not the most significant may include:

- Elizabeth Garrett, being the first woman allowed to be a member of the BMA in 1873, set a precedent for other women to become doctors. Her role as Dean of the London School of Medicine for Women improved the opportunities for women
- In 1915, Flora Murray and Louisa Garrett Anderson were invited by the War Office to run a large hospital in London treating soldiers wounded in the war. Their example helped reduce prejudice against women in senior positions in medicine
- Marie Curie's research into using radioactivity to kill or shrink tumours was the basis of radiotherapy
  Marie Curie developed mobile x-ray machines for use on the Western Front in the First World War and saved many lives.

Question	
B2 (c) (ii)	How far was the founding of the National Health Service (NHS) the most significant development in improving treatment in the years 1920-48? You may use the following in your answer: • plastic surgery • the NHS. 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

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Indicative content

Relevant points that suggest the National Health Service was the most significant development may include:

- The NHS meant that everyone could access a wide range of health services that were free at the point of delivery. This was not the case before 1948
- The NHS provided services for a wide range of people, such as most women and all children, who had not been covered by the 1911 National Insurance system
- For the first time, a wide range of medical services which began at pregnancy and continued throughout a person's life were combined in one organisation.

Relevant points that suggest the National Health Service was not the most significant development may include:

- The discovery and development of penicillin had an enormous impact on the health of the nation, saving millions of lives
- As a result of the discovery of Prontosil, new drugs were developed that could treat pneumonia, scarlet fever and meningitis
- Surgery developed significantly, with McIndoe developing techniques for plastic surgery and the treatment of burns

Developments in the storing and delivering of blood and the use of blood plasma saved many lives.

Question	
B2 (a)	Explain **TWO** ways in which hospitals in 1948 were different from hospitals in 1920. **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

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

Indicative content

Relevant points may include:

- A difference was that in 1948 hospitals became part of the NHS offering free treatment to all, whereas previously payment was required
- A difference was that by 1948, hospitals were offering a wider range and more specialised treatment as a result of improvements in e.g., brain surgery and plastic surgery.

Question	
B2 (b)	Explain **TWO** causes of the increasing effectiveness of blood transfusions in the years 1900-20. **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

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

Indicative content:

Relevant points may include:

- A cause was that blood could be stored and collected. The discovery that adding sodium citrate to blood would stop it from clotting allowed the storage of blood. The refrigeration of blood also allowed for its longer storage
- A cause was the ability to indirectly transfuse blood using a syringe and tube
- A cause was the ability to identify blood types. Landsteiner discovered that blood transfusions would only work if the donor and the patient had blood from the same blood group.

Question	
B2 (c) (i)	How significant were developments in science and technology in improving health in the years 1848-75? You may use the following in your answer: • Public Health Act, 1848 • germ theory. 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

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Indicative content

Relevant points that it was significant may include:

- Germ theory led to an understanding of why infection after surgery developed and thus to ways in which these infections could be treated
- The discovery of chloroform by Simpson enabled patients to be anaesthetised allowing for more skilful operations
- 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.

Relevant points that significance was limited / other factors were more significant 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
- It was not clear how germ theory could be used to cure disease
- The Christian Church was opposed to the use of chloroform in childbirth, which impacted on its use
- The work of John Snow demonstrated the link between cholera and polluted water, and helped to prevent disease
- 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 far did Public Health provision improve in the years 1860-1911? You may use the following in your answer: • germ theory • School Meals Act (1906). 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

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Indicative content

Relevant points that suggest there was a change may include:

- Bazalgette's sewer system in London, which was in place by 1865, meant that sewage was dealt with in a way that would stop it damaging public health
- The work of Pasteur and the development of germ theory led to a wider acceptance of the link between water and disease. The evidence served to encourage town councils to take action on polluted water
- The 1875 Public Health Act made local authorities responsible for sewerage, housing, clean water and street lighting
- In 1889, the Infectious diseases Act was passed for London and broadened to the whole country in 1899. This led to new isolation hospitals being built to contain infectious diseases
- The Liberal welfare reforms of 1906-11 introduced a range of public health improvements, including the provision of school meals for children in poverty.

Relevant points that show change was limited may include:

- Despite some changes in public health provision, the overcrowding of towns often made it difficult for improvements to take effect
- Poverty prevented people from accessing good food and from living in good-quality housing. This often resulted in death during childhood
- There was limited medical provision for women in the 1911 National Insurance Act.

B3: Japan in transformation, 1853–1945

Question	
B2 (a)	Explain **TWO** ways in which provision for the health of children before the reforms of the Liberal governments (1906-11) was different from provision for the health of children after the reforms. **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

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

Indicative content

Relevant points may include:

- A difference was that free school meals were now available for children from poor families. Previously, some children would go all day without a proper meal and their health suffered
- A difference was that a School Medical Service was set up, which meant children received medical checks at school. Also, health visitors visited homes to check the health of children. Previously, children had to visit doctors and pay for medical checks.

Question	
B2 (b)	Explain **TWO** causes of the passing of the Public Health Act in 1848. **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

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

Indicative content:

Relevant points may include:

- A cause was the work of Edwin Chadwick. He published a report called 'The Sanitary Conditions of the Labouring Population', which called for the conditions in which people lived to be improved to keep them healthy
- A cause was outbreaks of cholera in 1848, which affected a wide range of the population and led to demands from the middle and upper classes for improvements in sanitation to protect their health
- A cause was the realisation by the government of the need to improve towns that had the highest death rates. Improvements would be made by local authorities and the Act gave them the power to do so.

Question	
B2 (c) (i)	How far were the dangers involved in surgery overcome in the years 1848-1905? You may use the following in your answer: • chloroform • ligatures. 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

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Indicative content

Relevant points that suggest that the dangers in surgery were overcome may include:

- The problem of pain was largely overcome by the use of anaesthetics, such as ether, chloroform and cocaine, and the invention of the chloroform inhaler, which meant operations did not have to be rushed and greatly reduced death from shock
- The work of Lister meant that the problem of infection was greatly reduced by the application of a solution of carbolic acid to clean wounds
- The development of a carbolic spray meant that both equipment and the surgeon's hands could be kept clean and this meant microorganisms were not transferred to an open wound
- Blood loss was greatly reduced as a result of Lister's use of catgut soaked in carbolic acid as ligatures
- The development of blood transfusions was a major step in dealing with blood loss after Landsteiner's discovery of blood types in 1902 enabled transfusions to be given safely.

Relevant points that suggest that the dangers in surgery were not overcome may include:

- Although chloroform took away pain during an operation, it led some surgeons to attempt longer and more complicated operations, which resulted in more deaths
- Blood transfusions were not easy to arrange because the donor had to be present when the transfusion took place so it was limited to static situations, such as hospitals, and was very difficult to organise in a field of combat
- Practical issues, such as the lack of donors, the propensity of blood to clot in the tubes used in transfusion and the inability to store blood all hindered progress in medicine.

Question	
B2 (c) (ii)	How far was the First World War the most important factor in the development of medicine in the years 1905-48? You may use the following in your answer: • the First World War • Florey and Chain. 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

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Indicative content

Relevant points that suggest the First World War was the most important factor in the development of medicine may include:

- The War led to developments in x-rays because the numbers of injuries from shrapnel led to a concentration on developing an efficient way of locating metal in wounds. Marie Curie developed mobile x-ray machines
- The huge number of casualties in the War meant there was a greater need for blood transfusions. A means of storing blood was found as well as methods of providing transfusions before surgery, increasing the likelihood of survival
- As a result of the large number of limbs lost in the War, there was a development in the design of prosthetic limbs made from a light metal alloy
- The new types of warfare during the War led to more facial injuries and the work of Harold Gillies in developing new techniques in the use of skin grafts and plastic surgery. A plastic surgery unit was set up at Queens Hospital.

Relevant points that suggest the First World War was not the most important factor in the development of medicine may include:

- The discovery of penicillin and its development by Florey and Chain had an enormous impact on the health of the nation, saving millions of lives in World War Two
- As a result of the development of Prontosil, and an understanding of the value of sulphonamides, new drugs were developed that could cure pneumonia, scarlet fever and meningitis
- World War Two led to much greater opportunities in medicine for women, as nurses and doctors, e.g., in 1944 the government said it would give funding only to medical schools which admitted a reasonable number of women
- World War Two saw further advances in the treatment of new burns injuries, e.g. the work of McIndoe.

Question	Mark scheme
B2 (a)	Explain **TWO** ways in which the provision for public health in 1948, before the introduction of the NHS, was different from the provision for public health after its introduction. **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

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

Indicative content

Relevant points may include the following:

- A difference was that medical treatment was now free, whereas most people had to pay for treatment and medication before the NHS
- A difference was that, in combination with the National Insurance Act, the introduction of the NHS meant that there was now a welfare state providing co-ordinated medical care from 'the cradle to the grave'.

Question	Mark scheme
B2 (b)	Explain **TWO** causes of the lower death rate from surgery in the years 1848-1905. **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

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

Indicative content:

Relevant points may include the following:

- A cause was the development of effective anaesthetics, such as chloroform, which meant operations did not have to be rushed and fewer mistakes were made
- A cause was the development of antiseptic techniques, such as carbolic acid that proved effective in preventing infection
- A cause was the reduction of infection in wounds through the use of catgut as a ligature.

Question	Mark scheme
B2 (c) (i)	How far did public health provision improve in the years 1848-1911? You may use the following in your answer: • the Public Health Act (1848) • the School Medical Service (1907). 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

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Indicative content

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

- The 1848 Public Health Act set up a General Board of Health along with three commissioners to supervise public health provision
- The Act allowed towns to set up their own local Board of Health and introduce systems for the removal of rubbish and sewage
- The 1866 Sanitary Act made it compulsory for local authorities to improve sanitary conditions and remove nuisances to public health
- The 1875 Public Health Act made it compulsory for local authorities to take a wide range of public health measures from providing clean water to ensuring proper treatment of sewage and lighting the streets
- The Liberal government introduced the School Medical Service to check school children for illness. Many LEAs provided medical treatment for school children found to have diseases or disabilities.

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

- The 1848 Act was limited in its impact because the Board of Health was set up for just 5 years and local authorities were not compelled to introduce measures
- The 1875 Act granted local authorities the powers to act in a wide range of public health matters but many of these powers were permissive and local authorities lacked the infrastructure or desire to raise finance to implement them
- Whilst changes had been made, for most of the period, there were still large gaps in public health provision, particularly for the young and elderly and low life expectancy.

Question	Mark scheme
B2 (c) (ii)	How far were technological advances the main reason for improvements in surgery in the years 1905-45? You may use the following in your answer: • X-rays • the Second World War. 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.

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Indicative content

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

- Improvements in X-ray technology, particularly the development of mobile X-ray units in the First World War, led to more focused surgery
- Plastic surgery advanced significantly because of Gillies' use of pedicle tubes
- Improved technology allowed for donated blood to be stored and transported more easily in the Second World War
- During the Second World War, McKissock led a neurosurgical unit using new techniques in neurosurgery to operate on brain injuries.

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

- War provided the stimulus for improvement. The large number of casualties and the wide-ranging nature of injuries meant doctors and researchers working in new fields, such as plastic surgery
- Government intervention and funding enabled research to be carried out which helped improve surgery. For example, the US government gave $80 million to drug firms to develop penicillin, which greatly increased survival rates after operations
- Ongoing medical research was a factor in improving surgery, e.g Cushing in brain surgery, Gillies in plastic surgery and McIndoe in the treatment of burns.

B3: Japan in transformation, 1853–1945

Question	Mark scheme
B2 (a)	Explain **TWO** ways in which nursing in 1848 was different from nursing in 1860. **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

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

Indicative content

Relevant points may include the following:

- A difference was that in 1845 nurses were untrained. By 1860, Florence Nightingale had published her Notes on Nursing and set up a training school for nurses
- A difference was the environment in which nurses worked. As a result of the work of Florence Nightingale and her books on hospital design, there was more ventilation, personal cleanliness and responsibility for patient care.

Question	Mark scheme
B2 (b)	Explain **TWO** causes of the dangers in surgery in 1848. **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

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

Indicative content:

Relevant points may include the following:

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

Question	Mark scheme
B2 (c) (i)	How significant was Elizabeth Garrett in developing the role of women in medicine in the years 1860-1914? You may use the following in your answer: • Elizabeth Garrett • Marie Curie. 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.

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Indicative content

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

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

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

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

Question	Mark scheme
B2 (c) (ii)	How far was success in the fight against infection the most significant development in medical treatment in the years 1920-48? You may use the following in your answer: • the fight against infection • the NHS. 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

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Indicative content

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

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

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

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

B3: Japan in transformation, 1853–1945

B4 (a)	Explain **TWO** ways in which government attitudes towards education under Mao were different to government attitudes towards education under Deng. **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

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

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

Indicative content

Relevant points may include:

- A difference was that under Mao there was a lack of respect for intellectuals who were seen as part of the 'Four Olds'. Teachers were seen as reactionaries holding back progress to communism, whereas under Deng educational experts were respected
- A difference under Deng was how education was seen as being able to help the country. Under Deng it was the key to modernisation, whereas Mao saw little place for technically-educated experts.

Question	Mark scheme
B4 (b)	Explain **TWO** causes of the Democracy Movement (1979). **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

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

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

Indicative content:

Relevant points may include:

- The Cultural Revolution had taught many young Chinese to challenge authority. When they thought reform in China did not go far enough, they were keen to form a protest movement
- There was a disappointment in China that the modernisation of the country had not included the introduction of democracy. So the Democracy Movement sprang up
- Leading intellectuals and students wanted to organise themselves to put pressure on the government. As people experienced Western liberal ideas through education overseas, they supported moves to introduce democracy.

Question	Mark scheme
B4 (c) (i)	How significant was the Long March in changing the position of the communists in China in the years 1921–49? You may use the following in your answer: • the Long March (1934–35) • the war against Japan (1937–45). 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

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Indicative content

Relevant points that suggest the Long March was significant are:

- The Long March saved the Communists from being wiped out. They were able to establish a new base at Yenan where communism developed and they gained strength to oppose the Nationalists
- The Long March provided the Communists with propaganda to show themselves as heroic, fighting in the face of adversity – unlike the unpatriotic Nationalists. So it strengthened the position of the Communists
- The Long March resulted in Mao's position being strengthened and he was determined to take control and overthrow the Nationalists.

Relevant points that suggests limited significance are:

- A significant change in the position of the Communists occurred in 1923 when they gained the support of the USSR for the United Front, strengthening their position
- A decisive change in the Communists' position occurred in 1927 (before the March) when Chiang Kaishek turned on the Communists by ordering the Shanghai Massacre and extermination campaigns
- The Xian Incident (1936), when Chiang was kidnapped by one of his generals, gave a role to the Communists in negotiating a Second United Front to confront Japan, outwardly ending a nine-year period of persecution of Communists
- During the 1937–45 war the Communists improved their position significantly as the Nationalist-held areas of China were occupied and destroyed by the Japanese, while the Communist areas were largely unscathed
- The Long March was not quite the success that Communist propaganda suggested. Only 10 000 of the original 80 000 survived the March.

Question	Mark scheme
B4 (c) (ii)	How far was the Agrarian Reform Law the key turning point in the way agriculture was organised in the years 1949–89? You may use the following in your answer: • The Agrarian Reform Law (1950) • Deng's agricultural reforms. 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

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Indicative content

Relevant points that suggest the Agrarian Reform Law was the key turning point:

- It brought about significant change because the property of landlords and enemies of the state was confiscated
- It increased the status of the peasants in keeping with Communist ideals. It would be very difficult to turn the clock back on this
- As many peasants interpreted the law more radically than Mao had intended, it led to the destruction of the old elite in the countryside
- The law led to the introduction of collectivisation through the setting up of mutual aid teams and Agricultural Producers' Councils.

Relevant points that suggest the Agrarian Reform Law was not the key turning point:

- The ideals of the Law were undermined by richer peasants taking up the opportunity to buy up large sections of land and hire labour to work on them. So that was not dissimilar to the old system
- When Mao tried to extend collectivisation there was peasant resistance from members of the cooperatives, showing that the Law had not made a complete change
- It was the Great Leap Forward that was the real turning point. That was when communes were forced on the peasants. By 1960 there were more than 26 000 communes
- A more important change came under Deng, who reintroduced the system of ownership of individual plots, bringing back capitalism and allowing peasants to sell surplus produce. This led to much greater productivity.

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

Question	
B4 (a)	Explain **TWO** ways in which the position of the Chinese Communist party in 1926 was different from the position of the Chinese Communist party in 1935. **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

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

Indicative content

Relevant points may include:

- A difference was that in 1926 the Communist Party was in an agreement with the Guomindang and they were working together on the Northern Expedition. In 1935 the Communists were fleeing from the Guomindang's White Terror and were under threat
- A difference was that in 1926 the Communists were a very strong organisation with hundreds of thousands of members. By 1935 they had been seriously weakened by Guomindang attacks and only 10 000 Communists survived the Long March.

Question	

B4 (b)	Explain **TWO** causes of the 1911 Revolution. **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

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

Indicative content:

Relevant points may include:

- There had been a failure of political reforms in the years up to 1911. The domination of the Manchus and the limits placed on the provincial assemblies caused resentment
- At this time there was a spread of revolutionary ideas and western-educated Chinese, such as Sun Yat-sen, brought republicanism and nationalism back from the West. This created opposition to the government
- In the 'Double Tenth', soldiers in Wuhan began a mutiny that spread to other provinces.

Question	

B4 (c) (i)	How far did the way in which China was governed change in the period 1949–78? You may use the following in your answer: • the Communist victory, 1949 • the Gang of Four. 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

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Indicative content

Relevant points that suggest change are:

- In 1949 the Communists won the Civil War. China was then governed according to a new ideology, communism. The old ruling elite were removed and replaced with Communist sympathisers
- China became a democratic country. Every adult had the right to vote and elections were held across China
- The failure of the Great Leap Forward reduced Mao's authority. His Communist principles were watered down by 'revisionists', such as Liu and Deng, who encouraged private trade and ownership
- The Cultural Revolution restored Mao's authority and revisionists were expelled from government positions
- After the fall of the Gang of Four, Deng was confirmed as supreme leader in 1978. He was less of a hard-line Communist and the government became more reforming and modernist, as seen in changes in industry and agriculture.

Relevant points that suggest change was limited are:

- Government remained repressive. Guomindang supporters were sent to re-education camps. The 1951 Thought Reform Campaign cracked down on intellectuals
- The democracy was a sham. The Communist Party was the only one allowed to put up candidates in elections. Later Deng rejected democracy as unnecessary because the people had an enlightened government to rule for them
- The Gang of Four took power after the death of Mao in 1976 and seemed to return China to the repressive political conditions of the later 1960s. This showed how little real change there had been under Mao.

Question	
B4 (c) (ii)	How far did the lives of Chinese peasants change in the period 1950–89? You may use the following in your answer: • collectivisation • the 'one-child policy'. 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

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Indicative content

Relevant points that suggest change are:

- The Agrarian Reform Law changed the lives of the peasants significantly. Previously they had been tenants on the landlord's land. Now they owned the land
- Collectivisation made life more difficult. In 1958 there was a famine, which resulted in 50 million deaths in China
- Life for female peasants changed. Arranged marriage was banned, there was equal access to divorce and woman could own property
- The Marriage Law in 1979 introduced a one-child policy. This led to female infanticide and abortion and much smaller families than previously
- Under Deng there was a change in agricultural policy to the household responsibility system. This gave peasants more say in what they produced.

Relevant points that suggest that change was limited are:

- For many peasants life did not change significantly, even under collectivisation. In some areas, richer peasants bought up land and hired other peasants to work on that land.
- Life continued to be influenced by matters beyond human control. There were frequent floods in the south or droughts in the north that led to famine and hardship
- In remote rural areas there was little change as local rivalries and politics ensured that the peasants remained the poorest members of society and reform was blocked by self-interest.

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

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

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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

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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

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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

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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 woman 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-Rightest 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	
B4 (a)	Explain **TWO** ways in which the way China was governed before 1911 was different from the way China was governed after 1911. (6) **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

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

Indicative content

Relevant points may include:

- A difference was that before 1911 China had an imperial system and after it had a republic. The Manchus had abdicated
- A difference was that there was an autocracy under the Manchus and now the republic was a democracy.

Question	
B4 (b)	Explain **TWO** causes of the attack on landlords after Mao became leader of China in 1949. **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

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

Indicative content:

Relevant points may include:

- One cause was that Mao wanted to introduce collectivisation in China. He could not do this if individuals owned large amounts of land.
- Mao needed peasant support to carry out his agricultural reforms. Many peasants were oppressed by their landlords and removing them would reinforce the peasant support which had been during the struggle with the Guomindang.
- The concept of individuals owning large areas of land was contrary to communist ideology. Mao wanted the landlords removed and re-educated to accept communist ideas.

Question	
B4 (c) (i)	How far did opposition to the Chinese government change in the period 1919 to the beginning of the People's Republic of China in October 1949? You may use the following in your answer: • the May the Fourth Movement (1919) • the Civil War (1946-49). 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

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Indicative content

Relevant points that suggest there was a change may include:

- The May the Fourth Movement was a new kind of opposition by a student movement. The protest was about how China was treated in the Treaty of Versailles
- Communist opposition was a new kind of opposition to the government. In the 1920s, it revolved around a revolution led by the proletariat
- Opposition from the Warlords was a change in opposition. The Warlords were not fighting for principle or any particular group, but instead to protect their own mini-kingdoms'
- Communist opposition to the government took a different form after the Shanghai Massacre was a further change in opposition. From then it was increasingly based in the countryside; previously it was centred in urban areas
- Before the withdrawal of Soviet support, opposition to the government was internal. Following the Shanghai Massacre and the Japanese invasion of Manchuria, opposition was external as well.

Relevant points that suggest the change was limited may include:

- The 4 May movement led to the 'New Tide' which adopted ideas of freedom and equal rights. These were similar to communist opposition in the 1920s
- The Warlords represented continuity in that they were very 'conventional', as their aim was to seize or maintain political control over areas of China
- Throughout the period there was a constant military threat to the government, be it from the Warlords, Communists or Japanese.

Question	
B4 (c) (ii)	How far did China's economy change in the years 1953-1989? You may use the following in your answer: • the Great Leap Forward (1958) • privatisation 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.

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Indicative content

Relevant points that suggest that there was a change may include:

- The First Five Year Plan saw a significant increase in production. China's urban population was heavily involved in construction and production in factories
- The First Five Year plan saw the economy becoming more dependent on Soviet assistance with 10000 economic advisors provided by the Soviet Union. Soviet assistance allowed China to produce nuclear energy to power its industry
- The GLF saw significant change in the economy, with private businesses coming to an end and massive state projects
- The Cultural Revolution led to a fall in industrial production and included the sacking of skilled managers. Grain production fell too and rationing was introduced
- Deng's desire to adopt Western ideas and behaviours led to small-scale businesses being set up as Town and Village Enterprises.

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

- The Great Leap Forward did not have a long-term impact on the economy. Any improvement did not last
- The assistance from the Soviet Union was short-lived as it stopped in 1960 when relations between the two countries soured
- The large factories and other means of production stayed under government control.

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

Question	
B4 (a)	Explain **TWO** ways in which the attitude of students towards the government during the Cultural Revolution was different from the attitude of students towards the government in 1989. (6) **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

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

Indicative content

Relevant points may include:

- A difference was that, during the Cultural Revolution, the students were acting in support of government policy to destroy the bourgeoisie, whereas in Deng's time the students were protesting about government policy
- A difference was that in the Cultural Revolution the students felt the use of violence was justified. In Deng's time, the protesters against the government believed in peaceful protest.

Question	
B4 (b)	Explain **TWO** causes of the Shanghai Massacres (1927). **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

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

Indicative content:

Relevant points may include:

- A cause was that Chiang was convinced that the United Front had served its purpose in defeating the warlords and he no longer needed the support of the Communists
- A cause was that Chiang disapproved of Communism. The GMD received financial support from businessmen who wanted to destroy Communism
- A cause was the Communists calling a general strike in Shanghai, which weakened the city and allowed the GMD to take control. Local businessmen, the triads and foreigners feared a Communist takeover. So, they supported the massacres.

Question	
B4 (c) (i)	How far was Mao's leadership the reason for the increased strength of the Chinese Communist Party in the years 1921-49? You may use the following in your answer: • the Guomindang • Mao's leadership. 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

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Indicative content

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

- After 1935, Mao played a key role in leading the Long March, which resulted in the survival of the Communists in China
- Mao was a talented leader who devised the overall plan for fighting the Civil War. His strategy of setting up cadres to wage a guerrilla campaign exposed Chiang's tactics of defending cities that became isolated 'islands in a sea of communism'
- Mao was responsible for a skilful propaganda campaign before and during the Civil War. This increased support for the Communists and kept up the morale of those already in the party.

Relevant points that suggest that it was not the reason may include the following:

- Support from the Soviet Union was important. The CCP received military training and support through propaganda in the 1920s from Soviet advisers
- Guomindang policies caused opposition. They failed to introduce measures to help the peasants and were considered an elitist party. So, they lacked support
- The Communists won support during the war against Japan because of the skilful tactics of the Red Army. Mao claimed it was the Communists who won the war
- The CCP gained control of significant amounts of military equipment when the Soviet Union invaded Manchuria at the end of WW2 and handed arms to the communists.
- The Communists won support from the peasants because they treated them with respect and introduced land reform during the Civil War.

Question	
B4 (c) (ii)	How far was Deng's modernisation policy the key turning point in the economic transformation of China in the years 1949-89? You may use the following in your answer: • the First Five-year Plan. (1953-57) • Deng's westernisation policy. 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

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Indicative content

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

- Deng's modernisation policy involved adopting an open-door policy for trade and encouraging competition with foreign countries. This encouraged innovation and efficiency, improving industrial output
- As part of Deng's policy, SEZs were set up which encouraged foreign investment. China's export trade grew by 500 per cent
- Modernisation led to privatisation of small-scale businesses in the countryside. Town and Village Enterprises employed over 100 million people
- Deng's policy resulted in a more skilled workforce. Chinese students were encouraged to travel to the West to learn technical skills. Deng wanted to train at least a million technical students who would help modernise Chinese industry.

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

- There was some resistance to Deng's modernisation policies. Some officials did not implement the policies with enthusiasm because they believed that close ties with the West and profit as an incentive were contrary to Communist ideology
- Mao's First Five Year Plan was important because it saw a significant increase in production. China's urban population was heavily involved in construction and production in factories
- The Great Leap Forward was important as it brought about a significant change in the economy, with private businesses coming to an end and massive state projects introduced. It also saw the introduction of collectivisation
- Changing attitudes to women were important, as seen in the 1950 Marriage Law. Mao encouraged women to work and the proportion of women in the workforce rose from 9 per cent in 1949 to 30 per cent by the mid-1960s.

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

Question	
B4 (a)	Explain **TWO** ways in which how Mao dealt with political opposition was similar to how Deng dealt with political opposition. **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

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

Indicative content

Relevant points may include:

- A similarity was that strong measures were taken against opposition. Mao sent party members for lengthy periods in re-education camps and Deng used troops to crush protests in Tiananmen Square
- A similarity was that both tried to control opposition through the use of censorship. Mao stopped criticism in the press after the Hundred Flowers Campaign and Deng stopped criticisms being pinned to the Democracy Wall.

Question	
B4 (b)	Explain **TWO** causes of the unpopularity of the 'Gang of Four' in China. **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

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

Indicative content:

Relevant points may include:

- One cause was that they had not had the full support of Mao. They were not trusted because Mao's opinion was of such importance to many Chinese people
- The Gang of Four's behaviour made them unpopular, especially Jiang Qing, whose over-bearing behaviour during the Cultural Revolution had caused offence
- They lost public support in 1976 by actions such as banning state-run media reports of Zhou's death and forbidding public tributes and mourning.

Question	
B4 (c) (i)	How significant was the Chinese Communist Party in weakening the Guomindang in the years 1912-49? You may use the following in your answer: • the Chinese Communist Party • the Warlords. 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

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Indicative content

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

- The failure of the Guomindang to wipe out the Communists in the extermination campaigns and the success of the Long March led to increased support for the Communists and opposition to the GMD
- As a result of Communist opposition Chiang was forced to prioritise defeating the Communists over defeating the Japanese up to 1936. This made him unpopular and lost the party support
- Ultimately, the Communists won the civil war and overthrew the Nationalist government.

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

- The Communists were not a serious threat to the Guomindang in the 1920s and actually worked with them in the Northern Expedition against the Warlords
- The Warlords were a serious threat to the Guomindang as there were hundreds of them and many had powerful private armies
- Guomindang policies caused opposition. They failed to introduce measures to help the peasants and were considered an elitist party
- The Japanese were a serious threat as they invaded and occupied Manchuria in 1931
- The Japanese went to war with China in 1937. Such was the threat posed to the Guomindang by the war, that Chiang had to work in partnership with his rivals, the Communists.

Question	
B4 (c) (ii)	How far did the position of women in China change in the years 1949-89? You may use the following in your answer: • the 1950 Marriage Law • birth control. 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

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Indicative content

Relevant points that suggest change may include the following:

- Mao claimed that women held up half the sky and the Marriage Law of 1950 gave them extra rights, including divorce
- The Electoral Law of 1953 gave women equal voting rights and they were encouraged to become involved in politics
- During the 1950s many women became part of the agricultural/industrial workforce and they were also heavily involved in the Red Guards, thus showing their increased importance
- Deng's education reforms opened the way for women to have more opportunities to be educated to degree level and to study abroad.

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

- There was no real long-term change in attitudes to women. Arranged marriages continued and women who divorced their husbands were looked upon as outcasts
- Women were initially given property rights, but private property was outlawed in the drive for collectivisation, so there was no long-term improvement
- The one-child policy led to killing of baby girls and a reinforcement of beliefs that males were superior
- Deng's move towards a market economy led to women being relegated to menial agricultural production in the countryside and low-paid factory jobs in the towns.

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

Question	
B4 (a)	Explain **TWO** ways in which the role of women in China in 1949 was different from the role of women in China in 1963. **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

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

Indicative content

Relevant points may include:

- A difference was that women had more social rights in 1963 than they had in 1949. In 1949, women had few rights. In 1963, they had equal rights to request a divorce and they were allowed rights to own, buy and sell property
- A difference was that women were more involved in politics. In 1949, women played little part in politics. In 1963, they were officially encouraged to participate in politics at national and local levels.

Question	
B4 (b)	Explain **TWO** causes of student unrest in China in the years 1986-89. **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

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

Indicative content:

Relevant points may include:

- Students were unhappy because they lived in poor conditions and had to pay high rents. They also had poor job prospects. They blamed this, and the high prices of commodities, on government policies
- Deng's rejection of democracy angered students and led to protests. Prof Fang Lizhi used student protest to open up academia with western style freedoms of speech and the press, but Deng Xiaoping cracked down on this causing further resentment
- The resignation, and later death, of Hu Yaobang led to the Tiananmen Square demonstrations.

Question	
B4 (c) (i)	How far did the influence of the Soviet Union in China change in the years 1921-89? You may use the following in your answer: • the United Front • the Sino-Soviet split. 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

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Indicative content

Relevant points that suggest that there was change may include:

- Soviet influence began to grow in the early 1920s when Mikhail Borodin helped reorganise the GMD. It also encouraged the CCP (which it financed) to co-operate with the GMD in the United Front against the warlords
- Soviet influence declined in the 1920s and 30s because Mao wanted a rural-based revolution, whereas the Soviet Union preferred a communist revolution in the cities. This lost the CCP support
- Soviet influence grew when Japan's intervention in Manchuria and eastern China resulted in the Soviet Union providing military equipment to support both the GMD and the CCP
- After the CCP won the civil war Soviet influence increased significantly. As a result of the 1950 Treaty, the Soviet Union provided loans and 'advisers' and helped China develop nuclear energy
- Relations between Mao and the Soviet Union broke down in the late 1950s. Khrushchev called the GLF 'foolish' and failed to provide promised nuclear hardware. Mao criticised the Soviet Union, resulting in the Sino-Soviet split.

Relevant points that suggest that change was limited may include:

- Throughout the 1920s and 1930s, the Soviet Union continued to give its support to the Chinese government, believing that the Guomindang was most likely to succeed in bringing anti-Western revolutionary change to China
- Soviet influence in China was consistent throughout the period as it sought to find the most effective way to bring about a communist revolution in the country. This support continued after 1949 by supplying advisers for the first Five-Year Plan
- The poor relations between the Soviet Union and Chinese leaders after Mao meant that there was little change in Soviet influence, which remained limited throughout the period 1960-89.

Question	
B4 (c) (ii)	How far was the First Five-year Plan the key turning point in changing China's economy in the years 1949-89? You may use the following in your answer: • the first Five-year Plan • Deng's economic policies. 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

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Indicative content

Relevant points that indicate the key turning point may include:

- The first Five-year Plan led to China's urban population becoming heavily involved in construction and production in factories and three times as many women in the workforce, resulting in significant increases in production
- The first Five-year plan saw the arrival of Soviet assistance with 10000 economic advisors provided. Soviet assistance allowed China to produce nuclear energy to power its industry, which was very important
- The first Five-year Plan suggested that the communist system was more effective than the capitalist system it replaced and won Mao support for further industrial reform.

Relevant points that indicate limited significance as a turning point may include:

- The first Five-year Plan was not as effective as sometimes suggested. Some figures were exaggerated and it also led Mao to believe that anything could be achieved if the will to succeed existed
- 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
- The Cultural Revolution was important in that it created chaos and led to a significant decline in the Chinese economy. Industrial production for 1968 was 12 percent below that of 1966
- The Sino-Soviet split had a major impact on the economy. The removal of Soviet advisers meant a loss of economic expertise and over 200 projects were cancelled, thus undermining the Plan as a turning point.
- A 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.

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

Question	
B4 (a)	Explain **TWO** ways in which the Chinese industry during the first Five-year Plan (1952-57) was different from Chinese industry under Deng. **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

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

Indicative content

Relevant points may include:

- A difference was that, during the first Five-year Plan, industry was brought completely under state control, whereas Deng adopted a number of capitalist practices, including allowing private profit
- A difference was that, during the first Five-year Plan, workers were guaranteed a wage regardless of their productivity, whereas Deng wanted payment to be based on performance and introduced a new working contract reflecting this.

Question	
B4 (b)	Explain **TWO** causes of the victory of the CCP in the Civil War (1946-49). **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

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

Indicative content:

Relevant points may include:

- A cause was the amount of support from the people of China. The respectful treatment of the peasantry in the 1930s won the CCP support and the GMD's poor handling of the economy and high inflation lost it the support of the middle classes
- A cause was the CCP had a much more effective military force than the GMD. The CCP army was disciplined and had a strong belief in communism. The GMD forces were largely conscripts, who were poorly treated, and the GMD suffered from desertions
- A cause was the loss of support for the GMD from the US because of its corruption, whereas the CCP had the support of the Soviet Union, which had captured Japanese weapons and passed them on to the CCP.

Question	
B4 (c) (i)	How far did foreign influences on China change in the years 1900-45? You may use the following in your answer: • the Boxer Uprising (1900) • the war with Japan (1937-45). 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

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Indicative content

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

- At the beginning of the twentieth century, following the Boxer Uprising, Western countries had strong control in China and foreign soldiers were stationed in Beijing. After 1914, there was no longer such direct control by foreign powers
- Russia had an increased influence in China following the 1917 Revolution and the formation of a United Front (1924) with Sun Yat-sen's Guomindang
- Japan's intervention in Manchuria in 1931 and eastern China, meant that foreign influence in China changed from political to military, as the Japanese captured major cities, such as Shanghai, Beijing and Nanjing
- Foreign influence was seen in the Soviet-Japanese war in Manchuria along the Amur-Ussuri river borders in early 1939. Two foreign powers fought to win Chinese territory.

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

- The Soviet Union's influence remained important throughout much of the period. Both the GMD and the CCP were helped by Soviet supplies and finance
- There was continuity, in that control of China by foreign powers continued through the Versailles Treaty, which recognised Japanese claims to former German rights in the Shandong peninsula of China
- In 1922, foreign influence was lessened when, as a result of the Washington Treaties, the Japanese agreed to withdraw their troops from Shandong and the former German-leased territory at Jiaozhou Bay was returned to China
- The threat from foreign powers continued through the period with a wide range of foreign powers occupying parts of China in 1900 and the Japanese taking control of significant territory in the 1940s.

Question	
B4 (c) (ii)	How far did Chinese society change in the years 1949-76? You may use the following in your answer: • the Marriage Law (1950) • education. 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.

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Indicative content

Relevant points that suggest change may include the following:

- The Marriage Law of 1950 gave women extra rights, including divorce, and the Electoral Law of 1953 gave them equal voting rights and encouraged them to become involved in politics
- The policy of collectivisation swept away the control of large landlords and gave peasants a much greater say in how their villages were run
- There was a change in the role of women, with a significant increase in the number of women taking up employment, rather than remaining at home running the family. In 1949, 9% of the workforce was female: in the 1960s it was 30%
- Under Mao, there was a change in the attitudes of young people. The Cultural Revolution saw school students turning on their teachers, some of whom were beaten to death
- Religion was identified as one of the 'Four Olds'. Public worship was banned and clergy sent to prison camps.

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

- There was no real long-term change in attitudes to women. Arranged marriages continued and women who divorced their husbands were looked upon as outcasts
- Authoritarian control over the lives of ordinary Chinese continued, as witnessed by enforced collectivisation, attacks on intellectuals and controlling radicalised young people in the Cultural Revolution by sending them into the mountains and villages
- Religion proved very difficult to wipe out and many clergy continued to practise in secret. There was also a growth in ancestor-worship after the Cultural Revolution.

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

Question	
B4 (a)	Explain **TWO** ways in which agriculture in China in 1949 was different from agriculture in China in 1963. **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

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

Indicative content

Relevant points may include:

- A difference was that, by 1963, agriculture had been collectivised. The majority of Chinese farms were run by communes
- A difference was that production declined as some peasants reacted to forced collectivisation by reducing production. There was widespread famine in which 50 million Chinese died.

Question	
B4 (b)	Explain **TWO** causes of the Three- and Five-anti Campaigns. **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).

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

Indicative content:

Relevant points may include:

- A cause was to ensure CCP unity by removing corrupt capitalist opposition to the Agrarian Reform Law
- A cause was to deal with residual members of the GMD who were disloyal to the CCP
- A cause was to purge bureaucratic officials in local government who were not members of the CCP.

Question	
B4 (c) (i)	How far was the Long March the key turning point in the strength of the Chinese Communist Party in the years 1921-54? • the Long March • Khrushchev's visit to China (1954) 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.

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Indicative content

Relevant points that suggest that the Long March was the key turning point may include the following:

- In 1934, the Communists were surrounded in Jiangxi province and in danger of annihilation. The Long March enabled them to break free and survive
- The Long March provided a propaganda opportunity for the Communists who were able to portray it as a victory for comradeship and self-sacrifice in the face of the oppressive Nationalist government
- During the Long March, the Communists followed Mao's orders and treated the peasants well. This created a base of support which was to prove extremely important in winning the Civil War
- The Long March established Mao as leader of the Communists and also provided other leading Communists with experience in leadership and the opportunity to establish a stable leadership team.

Relevant points that suggest that the Long March was not the key turning point may include the following:

- In reality, the Long March reduced the Communists from 80, 000 to around 10, 000 and there was no certainty that they would survive in Yanan
- The Shanghai Massacre seriously weakened the CCP as its previous ally, the GMD turned on it in a bid to wipe it out
- The Battle of Huai-Hai could be seen as the key turning point as it broke the Nationalist army, resulted in 200, 000 casualties, brought an end to US funding of the GMD and meant Communist victory in the civil war was near
- Soviet funding after Khrushchev's visit in 1954 was significant in helping industrialise China. Later, Soviet scientists trained the Chinese, allowing them to develop their defence capabilities and increase the security of the CCP.

Question	
B4 (c) (ii)	In the years 1965-89, how far was the introduction of the one-child policy in 1979 the most significant event in changing the daily lives of Chinese people? You may use the following in your answer: • the Cultural Revolution • the one-child policy. 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.

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Indicative content

Relevant points that suggest that the one-child policy was the most significant event may include the following:

- The one-child policy had a significant effect on the daily lives of ordinary Chinese. Financial penalties and compulsory sterilisations impacted significantly on family life
- The policy led to an increase in female infanticide. If couples could have only one child, many of them preferred a boy to work in the fields and hand down the family name
- The policy created a better living standard for some couples. There were cash bonuses, extra rations and better health care and education for those who obeyed.

Relevant points that suggest that the one-child policy was not the most significant event may include the following:

- The Cultural Revolution brought a major change in family life. Young people were taught to revere Mao and the party ahead of their parents – even reporting them if they seemed to be revisionist
- The Cultural Revolution had a major impact on education. The 1982 census showed that only about 1% of the population had a degree and only one third of children had attended school up to the age of 12
- For young people, the 'up to the mountains and down to the villages campaign' brought a huge change. Millions of urban young found themselves working in rural communes
- Deng's education reforms had a major impact, with an increase in the number of students attending university or studying overseas
- Deng's policy of westernisation led to an adoption of western ideas and culture by many young Chinese. Western hairstyles, clothes and music became more common.

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

Question	
B4 (a)	Explain **TWO** ways in which Mao's position in China before the Cultural Revolution was different from Mao's position in China in 1969 at the height of the Cultural Revolution. **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).

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

Indicative content

Relevant points may include:

- A difference was that Mao had greater political control in 1969. He had purged the party of those, such as Deng, who were criticised as revisionists and replaced them with members of the PLA
- A difference was that there was greater loyalty towards Mao in the general population. Prison camps to re-educate opponents and harsh punishments meant people were too frightened to criticise Mao.

Question	
B4 (b)	Explain **TWO** causes of Mao's introduction of the Hundred Flowers Campaign. **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).

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

Indicative content:

Relevant points may include:

- A cause was that Mao was trying to bring about a modernisation of China and, in order to do so, he needed to give greater freedom in terms of intellectual support to encourage advances in science
- A cause was that Mao believed there was an element of disloyalty and corruption within the Party. He hoped that the Hundred Flowers Campaign would expose the disloyal and corrupt
- Mao claimed he wanted to make sure that the people of China felt they could criticise the government to prevent unrest.

Question	
B4 (c) (i)	How far did the way China was governed change in the years 1911-49? You may use the following in your answer: • the 1911 Revolution • the end of the Civil War (1949) 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.

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Indicative content

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

- In 1911, there was a revolution in which the Qing dynasty was overthrown and a republic set up with Sun Yat-sen as President
- From the death of Yuan Shi-kai in 1916, China fell under the control of the warlords who had different ideas and different styles of government
- Following the formation of the United Front and the Northern Expedition in 1926-28, Chiang Kai-shek restored the control of the Nationalists after the defeat of the warlords
- From 1931, parts of China were ruled by the Japanese, who set up a puppet government in Manchuria and later extended their authority into other parts of northern China
- In 1949, the Communists defeated Chiang and the Nationalist government was overthrown and the country became the communist People's Republic of China.

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

- Although Sun Yat-sen was president after the 1911 revolution, it was General Yuan Shi-kai who took control. Yuan ruled as a dictator and even tried to become emperor, thus continuing autocratic rule
- After the death of Yuan Shi-kai, China fell under the influence of the warlords, but technically there continued to be republican government in Beijing, later led by Sun and Chiang
- In 1949, the name of the country changed and it was ruled by a different political party, but it was still a strong, centralised government that did not allow criticism.

Question	
B4 (c) (ii)	How far were Deng's reforms the most important change in China's industry in the years 1952-89? You may use the following in your answer: • the First five Year Plan (1952-57) • changes to industry 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.

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Indicative content

Relevant points that suggest Deng's reforms were the most important change may include the following:

- Deng introduced a number of capitalist practices, such as allowing foreign investment or making private profit. This stimulated industry
- Deng introduced Special Economic Zones and encouraged foreign industrialists. This led to China's export trade growing by over 500%
- Deng tapped into the skills and expertise of the growing middle classes in China by allowing the introduction of western practices such as paying bonuses and allowing managers to become more involved in target and profit setting in industry
- Deng brought about an increase in the quality of Chinese goods (rather than just them being cheaper) by adopting an open door for trade and encouraging competition with foreign companies.

Relevant points that suggest Deng's reforms were not the most important change may include the following

- Not all Deng's policies were easy to implement. Some workers resisted the increased demands made on them in the Special Export Zones and so production was sometimes well below targets.
- The first Five-year Plan was highly important in changing China's industry as, with Soviet help, it boosted production in key industries and included a number of spectacular public works
- The Great Leap Forward was important as it had a significant negative impact by undermining large-scale industry
- The Cultural Revolution brought about a negative impact on the economy, resulting in a serious decline in the production of coal, oil and steel.

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

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

Question	
B4 (a)	Explain **TWO** ways in which education in China in 1965 before the Cultural Revolution was different from education in China in 1976 after the Cultural Revolution. **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

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

Indicative content

Relevant points may include:

- A difference was that the Chinese population was much less educated. As a result of the Cultural Revolution, the percentage of China's population attending school was greatly reduced
- A difference was that the proportion of Chinese students entering universities declined rapidly as university-level education became much less valued.

Question	
B4 (b)	Explain **TWO** causes of the overthrow of the Qing dynasty in 1911. **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).

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

Indicative content:

Relevant points may include:

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

Question	
B4 (c) (i)	How far, in the years 1927-49, was the threat from Japan the reason why the Guomindang government lost control in China? You may use the following in your answer: • the Long March • the battle of Huai-Hai. 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

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Indicative content

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

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

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

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

Question	
B4 (c) (ii)	How far was greater involvement in politics the most significant change in the role of women in China in the years 1949-76? You may use the following in your answer: • involvement in politics • birth control. 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.

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Indicative content

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

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

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

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

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

Question	
B4 (a)	Explain **TWO** ways education before Deng's reforms was different from education after Deng's reforms. **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

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

Indicative content

Relevant points may include:

- A difference was that, during the Cultural Revolution, many research institutions had been closed. Deng re-opened them and reinstated their technical staff
- A difference was that, under Mao, students did not travel abroad to study. Deng encouraged overseas education for Chinese students so that they could acquire knowledge that would be of value to China when they returned.

Question	
B4 (b)	Explain **TWO** causes of Deng's actions against the protesters in Tiananmen Square in 1989. **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

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

Indicative content:

Relevant points may include:

- Deng believed that the student protests at the time were a threat to Communism and so tough action had to be taken against them
- Deng took firm action because he had already declared martial law and the protesters refused to disperse when ordered to do. Consequently, Deng decided to send troops to the square to clear it
- Deng was aware that Communism was coming under pressure in other countries in the world and he wanted to make sure that the 'counter-revolutionaries' in China did not gain further support.

Question	
B4 (c) (i)	How far did life for people working in agriculture change in the years 1949-76? You may use the following in your answer: • landlords • the Great Leap Forward. 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

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Indicative content

Relevant points that suggest that there was change may include:

- Many peasants now became landowners as the Agrarian Reform Law of 1950 resulted in land being confiscated from the landlords
- The status of many peasants rose following the destruction of the old elite in the countryside. Mao wanted to ensure that he did not lose peasant support for his reforms and ordered that they should be treated with moderation and respect
- The introduction of collectivisation meant that, by 1952, 40% of peasants were in Mutual Aid Teams. The Great Leap Forward intensified collectivisation so that, by 1958, 700 million people worked on collective farms
- The Great Famine, from 1958-62, seriously disrupted country life. 50 million people died and practices such as wife-selling or child-selling became common. There were even examples of cannibalism
- Following the Cultural Revolution, millions of young people were sent to the countryside. The peasants' life was disrupted as they had to provide food and accommodation and supervise work for these reluctant newcomers.

Relevant points that suggest that change was limited may include:

- Whilst, officially, the landlord class had been destroyed, in some areas richer peasants bought up large sections of land and employed peasants to work on them. So, life was little changed for the poorer peasants
- For most peasants their life continued as before. Although collectivisation meant more mechanisation, they worked very long hours to provide for their families and their standard of living was low
- Culturally, there was little change for people working in agriculture. Reforms in birth control and marriage did not reach many parts of the countryside. Children continued to be seen as family workers and education was neglected.

Question	
B4 (c) (ii)	How far did Chinese industry change in the years 1949-76? You may use the following in your answer: • heavy industry • the Great Leap Forward 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.

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Indicative content

Relevant points which suggest that there was change may include:

- The first Five-year Plan saw major changes in heavy industry. The main areas of concentration were coal, steel and petro-chemicals. Hundreds of new production plants were built in central China and Manchuria
- There were significant increases in production. The first Five-year Plan led to China's urban population becoming heavily involved in construction and production in factories and three times as many women in the workforce.
- 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
- Industrial production for 1968 was more than 10 percent below that of 1966. The Cultural Revolution created chaos and led to a significant decline in the quantity and quality of goods produced
- The number of women involved in the industrial workforce increased dramatically, almost quadrupling between 1949 and the mid-60s.

Relevant points which suggest that change was limited may include:

- Throughout the period, industry was under tight control by Mao's government, either through taking industry leaders into partnership with the state or by banning private industry as happened under the Great Leap Forward
- There was continuity between the First and Second Five-year Plans (Great Leap Forward), with each focusing on expanding heavy industry
- There was continuity in that throughout the period the emphasis was on mobilising the Chinese workforce to demonstrate the success of communism by modernising China's industry.

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

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

Question	
B4 (a)	Explain **TWO** ways in which the position of the Communists in China after the Battle of Huai-Hai (1948) was different from the position of the Communists before the battle. **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

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

Indicative content

Relevant points may include:

- A difference was that the Communist position was much stronger because the PLA had defeated the GMD and opened up central China to Communist forces. Before the battle Chiang had managed to contain the Communists in the north
- A difference was that the Communists were stronger because they no longer had to worry about US financial support for the GMD. After the battle, the USA decided not to continue providing financial aid to the GMD, which it had been doing.

Question	
B4 (b)	Explain **TWO** causes of the introduction of the Great Leap Forward in 1958. 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

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

Indicative content:

Relevant points may include:

- A cause was the desire to introduce collectivisation. Mao hoped this would provide food for industrial workers and surplus produce to export
- A cause was Mao's desire to accelerate the work of the first Five-year Plan by including the whole population in achieving targets
- A cause was Mao's desire to demonstrate the superiority of communism over capitalism by carrying out major infrastructure projects.

Question	
B4 (c) (i)	How far did the threats faced by Chinese governments change in the years 1900-37? You may use the following in your answer: • the 1911 Revolution • the Communists. 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

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Indicative content

Relevant points that suggest that the threats did change may include the following:

- The Boxer rebellion began as a new kind of protest against the authorities, as it was the first major rebellion for allowing significant concessions to foreigners
- The 1911 Revolution was a new kind of opposition as it was anti-imperialist and based on nationalism and republicanism
- The May the Fourth Movement was a new kind of opposition by a student movement. The protest was about how China was treated in the Treaty of Versailles
- Communist opposition was a new kind of threat, revolving around a revolution led by the proletariat. After the Shanghai Massacres, opposition became increasingly based in the countryside, not in urban areas
- Before the withdrawal of Soviet support, opposition to the government was internal. Following the Shanghai Massacres and the Japanese invasion of Manchuria, the threat was external as well.

Relevant points that suggest the change was limited may include:

- The May the Fourth Movement led to the 'New Tide' which adopted ideas of freedom and equal rights. These were similar to communist opposition in the 1920s
- The Warlords represented continuity in that they were very 'conventional', as their aim was to seize or maintain political control over areas of China
- Throughout the period there was a constant military threat to the government, be it from the Warlords, Communists or Japanese.

Question	
B4 (c) (ii)	How far did China's economy strengthen in the years 1965-89? You may use the following in your answer: • The Cultural Revolution • Deng's agricultural reforms. 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.

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Indicative content

Relevant points that suggest that there was a strengthening of the economy may include the following:

- During the Cultural Revolution, there was a modest increase in agricultural production
- Under Deng, the introduction of a profit motive into agriculture led to grain production almost trebling in the years 1978-1989
- Deng's reform of education, industrial changes and adoption of an open door policy for trade brought rapid economic development
- The period saw the consolidation of industrial modernisation and the continuation of China's progress towards becoming a significant industrial producer.

Relevant points that suggest that there was limited strengthening may include the following:

- Economic development was harmed when the Cultural Revolution brought China close to anarchy, with the Red Guards carrying out attacks that, in 1966-76, killed almost 70 000 people in Guanxi province alone
- There was a less-educated workforce, and less innovation and development in industry, when many schools and colleges closed down
- The economy was harmed when the Cultural Revolution saw the removal of efficient industrial managers, whose loyalty to communism was suspect, and their replacement with managers who lacked expertise and experience
- China suffered a significant economic dislocation as a result of the compulsory migration of 20 million young urban Chinese during the Cultural Revolution.

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

Question	
B4 (a)	Explain **TWO** ways in which Mao's position as a political leader after the Civil War was similar to his position before 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).

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

Indicative content

Relevant points may include:

- A similarity was that Mao was seen as a great leader who was a skilful strategist. He had won the civil war and was now expected to rid China of its corrupt ways
- A similarity was that the basis of Mao's support was the peasants. They had helped the Communists survive in the 1930s and Mao was careful not to introduce policies in the countryside which might lose him support.

Question	
B4 (b)	Explain **TWO** causes of the attack on agricultural landlords in 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).

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

Indicative content:

Relevant points may include:

- A cause was that Mao wanted to destroy the old elite and move China towards a Communist society
- A cause was that Mao wanted to reorganise agriculture and set up Agricultural Producers' Co-operatives. Landlords would be a stumbling block in introducing this policy
- A cause was that many village communities held 'struggle meetings' at which landlords were denounced and sometimes executed.

Question	
B4 (c) (i)	How far did challenges to Chiang Kai-shek's government change in the years 1925-49? You may use the following in your answer: • the Warlords • war with Japan (1937-45) . 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.

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Indicative content

Relevant points that suggest that there was change may include:

- The Communist challenge was a new kind of opposition to the government. In the 1920s, it revolved around a revolution led by the proletariat
- There was a change in the position of the Soviet Union, which initially supported the GMD and told the CCP to work with Chiang. However, Chiang's treatment of the communists led to the Soviet Union supporting the CCP
- Communist opposition to the government took a different form after the Shanghai Massacre. From then it was increasingly based in the countryside; previously it was centred in urban areas
- The war with Japan was a change in the nature of opposition, as Chiang now had to engage in full-scale warfare against a foreign enemy.

Relevant points that suggest that change was limited may include:

- Challenge from the Warlords was a continuing challenge throughout the period; the Warlords were fighting to protect their own 'mini-kingdoms'
- Throughout the period, there was a constant military threat to the government, be it from the Warlords, Communists or Japanese
- External challenges to Chiang's right to govern the whole of China remained constant, e.g. from Britain and France in the Concessions; from the Soviet Union during the Northern Expedition and from Japan after 1931.

Question	
B4 (c) (ii)	How far was a greater involvement in China's economic life the most significant change in women's' lives in the years 1949-76? You may use the following in your answer: • collectivisation • marriage rights. 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.

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Indicative content

Relevant points which suggest that greater involvement in economic life was the most significant may include:

- Paid employment became a standard feature of many women's lives. The female workforce rose from 8% in 1949 to 29% by the mid-60s and, in the 1970s, China had the largest female workforce in the world
- The Great Leap Forward introduced common canteens, nurseries and 'houses of happiness' for old people so that women could be released from family commitments and work
- Women's lives changed significantly as a result of their work in collective farming. They now became part a regimented workforce and were compelled to perform physically demanding jobs, alongside men
- The Women's Federation, set up in 1949, helped women into work and supported them. By 1953, there were over 40 000 officials responsible for assisting local organising campaigns, making it easier for women to contribute.

Relevant points which suggest that greater involvement in economic life was not the most significant may include:

- There were significant changes in women's marriage rights. The 1950 Marriage Law banned arranged marriages, allowed women to divorce men and to have property rights
- As a result of China's largest pharmaceutical company producing contraceptives from 1954, women had control over when to become pregnant, though this was more the case in urban areas than in the countryside
- Women's participation in local politics increased in this period with many women playing an important role in the co-operatives and neighbourhood committees
- Women began to play a role in national politics with women being appointed as the first Minister of Health and the First Minister of Justice under Mao.

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

Question	Mark scheme
B4 (a)	Explain **TWO** ways in which education in China during the Cultural Revolution was different from education in China in 1989. **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).

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

Indicative content

Relevant points may include the following:

- A difference was that during the Cultural Revolution many schools were closed because education was not considered important. In 1989, education was held in high esteem as the way to modernise China
- A difference was that during the Cultural Revolution very few people were educated to degree level. In 1989, private universities were allowed and students were also allowed to travel abroad to get degrees.

Question	Mark scheme
B4 (b)	Explain **TWO** causes of the introduction of the Thought Reform Campaign in 1951. **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

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

Indicative content:

Relevant points may include the following:

- A cause was Mao's suspicion of intellectuals whose views differed from his own, particularly those who had been educated abroad
- A cause was Mao's concern that some party members were starting to move away from his beliefs and some business people were trying to introduce capitalist ideas
- A cause was Mao's desire to build on his suppression of GMD supporters by ensuring that the CCP had full control of the rest of the population.

Question	Mark scheme
B4 (c) (i)	How far did opposition to the governments of China change in the years 1911-45? You may use the following in your answer: • the 1911 Revolution • Japan. 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.

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Indicative content

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

- The 1911 Revolution was a new type of opposition. It began as a mutiny and evolved into a movement which ended the Manchu dynasty and turned China into a republic
- The May the Fourth Movement was a new kind of opposition by a student movement. The protest was about how ineffective the Chinese government was in allowing itself to be dominated by other nations at Versailles
- Communist opposition was a new kind of opposition to the government. In the 1920s, it revolved around a revolution led by the proletariat and, by 1946, open warfare
- Before the Japanese invasion of Manchuria in 1931, military opposition to the government was internal. Following the invasion, opposition was external as well.

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

- The Warlords represented continuity in that they were very 'conventional', as their aim was to seize or maintain political control over areas of China
- Throughout the period there was a constant military threat to the government, be it from the Warlords, Communists or Japanese
- Throughout the period, until 1937, foreign Concessions continued to threaten the Chinese governments' handling of the economy by their dominance of the eastern seaboard.

Question	Mark scheme
B4 (c) (ii)	How far was the attack on landlords in 1950 the most important feature of changes in Chinese agriculture in the years 1949-89? You may use the following in your answer: • the attack on landlords • Deng's reforms. 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.

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Indicative content

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

- Mao and the CCP had survived the Long March and won the Civil War with peasant support. The peasants expected change and Mao could not have carried out future agricultural reforms without the support which would come from attacking landlords
- The landlords were a conservative group who stood in the way of future reform and who did not believe in Communist principles. Mao's destruction of them as a class removed a hurdle to future agricultural reform
- The removal of the landlord class enabled Mao to set up mutual aid teams in the countryside where peasants were encouraged to share animals, work and equipment. Almost half of peasants belonged to these teams by the mid-50s.

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

- From 1953 Mao encouraged mutual aid teams to join together in Agricultural Producers Co-operatives. This boosted food production
- From 1956, and later as part of the Great Leap Forward, Mao introduced collectivisation. By 1958 around 700 million Chinese peasants worked in collective farms
- After 1979, Deng remodelled collective farms by introducing the 'household responsibility system'. Farmers could rent land from the state and, after meeting their quota, sell extra produce and keep any profit made
- Instead of being set targets and made to grow only wheat and rice, Deng recognised that different crops grew better in different areas and allowed farmers to concentrate on the crops which did well in their area
- Deng's 1984 Economic and Social Development Plan increased the use of chemical fertilisers and agricultural machinery, thus gradually reducing the amount of farm labour needed.

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

Question	Mark scheme
B4 (a)	Explain **TWO** ways in which the lives of agricultural workers in China in 1949 were different from their lives in 1963. **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

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

Indicative content

Relevant points may include the following:

- A difference was that, by 1963, they worked under a completely different system. Agriculture had been collectivised and the majority of Chinese farms were run by communes instead of held by landlords or peasants
- A difference was that their lives became more difficult. They lost the right to grow whichever crops they wanted and the failures of collectivisation meant that many peasants were short of food in the 1960s.

Question	Mark scheme
B4 (b)	Explain **TWO** causes of the formation of the United Front in 1923. **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

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

Indicative content:

Relevant points may include the following:

- A cause was the desire by both the Communists and the Nationalists to defeat the warlords and establish greater control by central government in China
- A cause was Sun's desire for Soviet support and aid. After an agreement with the Soviet Union in 1923, he responded positively to its suggestions that the GMD and CCP working together could complete the 'revolution' in China
- A cause was the Soviet Union's desire to promote the CCP in China. It persuaded the CCP to join with the GMD, knowing this would help it gain broader support and hoping it would eventually take over from the GMD.

Question	Mark scheme
B4 (c) (i)	How far were Chiang Kai-shek's mistakes during his rule (1925-49) the reason for the increased strength of the Chinese Communist Party in these years? You may use the following in your answer: • Chiang Kai-shek's mistakes • the Battle of Huai-Hai (1948-49). 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.

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Indicative content

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

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

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

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

Question	Mark scheme
B4 (c) (ii)	How far was the Cultural Revolution the most significant government policy in bringing about change in Chinese society in the years 1965-89? You may use the following in your answer: • the Cultural Revolution • 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

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Indicative content

Relevant points that indicate that the Cultural Revolution was significant may include the following:

- The Cultural Revolution brought a major change in family life. Young people were taught to revere Mao and the party ahead of their parents – even reporting them if they seemed to be revisionist
- The Cultural Revolution had a major impact on education. The 1982 census showed that only about 1% of the population had a degree and only one third of children had attended school up to the age of 12
- Religion was identified as one of the 'Four Olds' in the Cultural Revolution. Public worship was banned and clergy sent to prison camps
- For young people, the 'up to the mountains and down to the villages' campaign brought a huge change. Millions of urban young found themselves working in rural communes.

Relevant points that indicate that the Cultural Revolution was not significant may include the following:

- The changes brought about by the Cultural Revolution were not uniform and applied much less in the countryside. For example, religious practices proved very difficult to wipe out
- Deng's education reforms had a major impact, with an increase in the number of students attending university or studying overseas
- Deng's policy of westernisation led to an adoption of western ideas and culture by many young Chinese. Western hairstyles, clothes and music became more common.

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

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

Question	Mark scheme
B8 (a)	Explain **TWO** ways in which the treatment of sexual minorities before the Sexual Offences Act (1967) was different from the treatment of sexual minorities after the Sexual Offences Act (1967). **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

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

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

Indicative content

Relevant points may include:

- A difference was that, before the passing of the Act, homosexual activity between men was a crime. The Act decriminalised homosexual acts carried out in private between men in England and Wales
- A difference was that, before the Act the maximum punishment for men convicted of homosexual acts was life imprisonment. After the Act, the maximum punishment was ten years imprisonment.

Question	Mark scheme
B8 (b)	Explain **TWO** causes of ethnic tensions in Britain in the 1930s. **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

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

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

Indicative content:

Relevant points may include:

- A cause was the worsening economic situation. As unemployment rose dramatically in parts of the UK in the 1930s, some Britons turned on immigrants, accusing them of taking jobs from British-born people
- A cause was the increasing opposition by immigrants to the colour bar that existed in the UK and deprived them of opportunities to equal housing and employment
- A cause was the formation of groups such the BUF, which distributed anti-Semitic propaganda, held hostile demonstrations in the Jewish sections of East London and wore Nazi-style uniforms.

	Mark scheme
B8 (c) (i)	How significant was the First World War in changing opportunities for women in the period 1914-44? You may use the following in your answer: • the First World War • Butler's Education Act (1944). 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

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Indicative content

Relevant points that indicate that the First World War was significant may include:

- The war work carried out by women, often in dangerous jobs such as munitions production, made many men realise what women could do and changed attitudes to the use of female labour
- The role of women in medicine, where they replaced absent doctors in UK hospitals and acted as nurses at the Front gave women a respect and acknowledged expertise in the medical field, creating future opportunities
- Many women gained their first taste of financial freedom during the First World War and this had a long-term influence on their attitudes for campaigning for greater equality of opportunity in the future.

Relevant points that suggest the significance of the First World War was limited may include:

- In some ways, the increased opportunities brought about by the First World War were short-term. After the war, there was significant unemployment and many of the gains made by women were lost
- The work of the suffragette movement largely stopped during the war, but the Suffragists continued to campaign peacefully and won much support from women and men in their campaign for women to have the vote
- The Representation of the People Acts of 1918 and 1928 were significant as they enabled women to vote and stand for election to the Commons. After this, women began to play a greater role in politics
- Women played a major role in the Second World War, including covering jobs left vacant by men and this reinforced the value of employing women in many employers' minds
- The extension of education under Butler's Education Act provided girls with the opportunity for an academic education on an equal basis to boys.

Question	
B8 (c) (ii)	How far did opportunities for the differently-abled change in the period 1945-2010? You may use the following in your answer: • employment • the Equality Act (2010) 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

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Indicative content

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

- Many soldiers who had been disabled in the war were able to take advantage of the impact of the 1944 Disability Employment Act, which provided sheltered employment, reserved occupations and employment quotas for disabled people
- Opportunities for employment increased with greater mobility as a result of the Invacar (distributed free from 1948) and later Motability
- Opportunities increased for those suffering from mental health issues as care in the community (introduced in the 1980s) replaced the much-criticised asylum system. The government promised equality, inclusion and universal access
- The 1995 Disability Discrimination Act made it illegal to discriminate against disabled people in connection with employment, the provision of goods, facilities and services or the management of premises
- The 2010 Equality Act required employers to make reasonable adjustments for disabled people so they were not at a 'substantial disadvantage'. This resulted in many large employers taking on more disabled staff.

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

- Although the 1944 Education Act promoted inclusivity the number of differently-abled children removed from mainstream education increased significantly as they were judged to be in need of medical intervention best supplied in special schools
- In 2010 only about one third of disabled people were employed full-time, compared to 60% of non-disabled people
- Although legislation appeared to offer greater opportunities, the wording of legislation often left room for interpretation, which meant that the opportunity for enforcement was limited.

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

Question	Mark scheme
B8 (a)	Explain **TWO** ways in which the position of people from the Commonwealth wishing to work in Britain before 1962 was different from the position of people from the Commonwealth wishing to work in Britain after 1962. **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

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

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

Indicative content

Relevant points may include:

- A difference was that settling in the UK became much more difficult. Before the 1962 Commonwealth Immigrants Act, members of the Commonwealth had an automatic right to settle in the UK
- A difference was that the ability to compete for work on equal terms with UK-born citizens ended as the Act said new immigrants were to be categorised according to their skills and could, therefore, work only in certain jobs.

B8 (b)	Explain **TWO** causes of Dr Ludwig Guttmann's decision to create the Stoke Mandeville Games in 1948. **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 Guttman's personal beliefs. He believed that the best way to treat patients who had paraplegia was by introducing rehabilitation through sport
- A cause was that in 1948 the Olympic Games were held in London and Guttman was able to use this to motivate his patients and staff into holding their own games for the disabled
- A cause was Guttman's desire to provide his patients with an increased feeling of self-worth. Many of the patients had allowed their disability to break their spirit and Guttman realised how important positivity was in bringing about recovery.

	Mark scheme
B8 (c) (i)	How far was it government actions that brought about an increase in equality in Britain in the years 1914-45? (16) You may use the following in your answer: • extending the vote • the Second World War. 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

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Indicative content

Relevant points that indicate that it was government actions that brought about an increased equality may include:

- The Representation of the People Acts in 1918 and 1928 brought women the vote on the same terms as men
- The Sex Disqualification (Removal) Act in 1919 enabled women to join the professions and professional bodies, to sit on juries and be awarded degrees
- The 1918 Education Act abolished all fees in state elementary schools and the 1944 Act extended education and gave the opportunity of grammar school education to all children, regardless of class, gender or ethnicity
- The National Service Act in 1941 gave women new opportunities in work and the armed services.

Relevant points that suggest that it was not government actions that brought about an increased equality may include:

- Some government legislation actually reduced equality. For example, the 1919 Aliens Restriction Amendment Act obliged foreign nationals to register with the police, enabled their deportation, and restricted where they could live
- The work undertaken by women in the two world wars contributed to a more positive impression of woman and helped lead to better employment opportunities and future legislation
- 130 000 Black GIs came to Britain after 1942. They, and black Commonwealth volunteers, raised awareness of colour across the UK, leading to an increased willingness to assimilate immigrants
- Organisations played a part in influencing the government, e.g. the British Legion campaigned for better treatment of those disabled by war; the Suffragettes pressurised the government to extend the franchise.

Question	
B8 (c) (ii)	How significant was feminism in changing opportunities for women in the years 1962-2010? You may use the following in your answer: • feminist campaigning • education. 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

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Indicative content

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

- Feminism played a significant role in publicising inequality and encouraging women to fight for their rights. For example, the foundation of Virago ensured that 'feminist' literature was readily available
- Feminist thinkers motivated politicians, e.g. in 1970, the first British conference of the Women's Liberation movement resolved to press for employment legislation. In same year Barbara Castle introduced the Equal Pay Bill
- Third-wave feminists played a major role in changing attitudes to gender and opening doors for women. They rejected gender stereotypes and celebrated women as assertive, powerful and in control of their own sexuality.

Relevant points that suggest that the impact of feminism was limited may include the following:

- Government action played a part in changing opportunities for women. For example, the 1965 Sex Discrimination Act made sex discrimination unlawful and set up a Commission to work towards equality of opportunity
- The introduction of comprehensive education and the expansion in the provision of university education made a major contribution towards allowing women to move closer towards equal opportunities
- Medical advances played a part in changing opportunities. The advent of the contraceptive pill in 1971 had a major impact on women's ability to continue in education and employment
- Some organisations, such as the Church of England, took steps to provide greater opportunities for women. The General Synod decided there was 'no fundamental objection to the ordination of women' and women were first ordained in 1994
- The 2010 Equality Act set out that people should not be discriminated against in employment because of gender and that there should be equal pay for men and women doing the same work.

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

Question	
B8 (a)	Explain **TWO** ways in which the position of disabled people before the passing of the Disabled Persons (Employment) Act (1944) was different from the position of disabled people after the passing of the Act. **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

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

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

Indicative content

Relevant points may include:

- A difference was that disabled people found it easier to get work, as the Act set up a quota system requiring employers with 20 or more employees to ensure that at least 3% of their work force consisted of disabled people
- A difference was that disabled people could be directly employed in government-funded industries. *Remploy* was established under the terms of the Act to directly employ disabled persons in specialised factories.

Question	
B8 (b)	Explain **TWO** causes of changes in women's voting rights in the years 1918-28. **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

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

Indicative content:

Relevant points may include:

- A cause was the work of Suffragettes and Suffragists before the First World War. Their campaigns raised awareness of the unfairness of a voting system that deprived women of the right to vote in general elections
- A cause was the contribution women made to the war effort, which won the respect of many men who, by the end of the war, had come to believe that women 'deserved' the vote
- A cause was the success of women receiving the vote at the age of 30+ in 1918. The fears of many who opposed women's suffrage had not been realised and there seemed no reason for women not having the vote on the same terms as men.

Question	
B8 (c) (i)	How far did the position of racial minorities improve in the years 1944-2010? You may use the following in your answer: • the Race Relations Act (1965) • the Stephen Lawrence case. 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

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Indicative content

Relevant points that suggest there as an improvement may include:

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

Relevant points that suggest that improvement was limited may include:

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

Question	
B8 (c) (ii)	How far was government action responsible for the improvement in the rights of sexual minorities in the years 1944-88? You may use the following in your answer: • the Wolfenden Report (1957) • Section 28 (1988). 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

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Indicative content

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

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

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

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

Question	
B8 (a)	Explain **TWO** ways in which the treatment of Empire and Commonwealth immigrants in Britain after the passing of the Race Relations Act (1965) was similar to their treatment before the Act. **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).

Marking instructions

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

Indicative content

Relevant points may include:

- A similarity was that there continued to be discrimination in housing and employment, neither of which was covered by the Act
- A similarity was that they continued to suffer discrimination in everyday life as the Act excluded shops and private boarding houses, outlawing discrimination only in 'places of public resort.'

Question	
B8 (b)	Explain **TWO** causes of the founding of the Caribbean Carnival in 1959 by Claudia Jones. **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

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

Indicative content:

Relevant points may include:

- A cause was that Claudia Jones wished to raise awareness of the quality and positivity of Caribbean culture so as to counter the general suspicion and discrimination that existed in British society
- A cause was the desire to improve the lives of Caribbean immigrants by creating a sense of community and helping them to assimilate in the British way of life
- A cause was the problems that had occurred in 1958 in Notting Hill, where there had been race riots, reflecting a lingering feeling of resentment in the immigrant community and creating a sense of unease in the white community.

Question	
B8 (c) (i)	How far do you agree that the impact of war was the most significant factor in bringing about greater equality in the years 1914-45? You may use the following in your answer: • women and war work • government legislation. 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

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Indicative content

Relevant points that suggest that the impact of war was the most significant factor may include:

- The role played by women in war work in 1914-18 changed the attitudes of some men and played a part in bringing about legislation which gave them the vote in 1918
- The contribution of Empire and Commonwealth troops in both wars raised awareness of the contribution they were making to Britain and helped pave the way for future legislation
- The high casualty rates, particularly in the First World War, brought disability into the lives of many British families and showed the need for improvements in opportunities paving the way for, e.g., the Disabled Persons (Employment) Act
- The First World War played a part in helping break down class barriers and undermining the idea of a 'ruling class'. The heroic deeds of many working class soldiers showed the need for an improvement in their opportunities.
- In the Second World War, many military personnel mixed much more freely with people of other social and ethnic backgrounds, which increased their understanding of different cultures and reduced prejudice based on ignorance.

Relevant points that suggest that the impact of war was not the most significant factor may include:

- The impact of war was limited. In 1945, many men still considered women to be inferior to men, racial discrimination was not uncommon, few saw the disabled as equal in society and the working class played little role in government
- Government legislation played the most significant role in bringing about greater equality. Changes in voting rights, the Sex Disqualification (Removal) Act (1919) and the Disabled Persons (Employment) Act all played a part
- Protest and pressure on the government from pressure groups such as trade unions and the British Deaf Association. Actions like the Jarrow March and opposition to the BUF marches helped bring about change.

Question	
B8 (c) (ii)	How far did the position of disabled people improve in the years 1944-86? You may use the following in your answer: • employment • the Chronically Sick and Disabled Persons Act (1970) 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

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Indicative content

Relevant points that suggest that there was an improvement may include:

- The Disabled Persons (Employment) Act (1944) was the first to address employment of disabled people across the range of disabilities. A National Advisory Council on the Employment of the Disabled was also established
- The Chronically Sick and Disabled Persons Act (1970) compelled local authorities to provide a range of services for' those who were blind, deaf, people with learning disabilities or mental illness and disabled people'
- Opportunities for participation in sport increased significantly with the Stoke Mandeville Games, leading to the Paralympics.

Relevant points that suggest that improvement was limited may include:

- The Disabled Persons (Employment) Act 1944 Act was initially less successful than hoped for because many disabled people were suspicious of having to register, as required by the Act
- Authorities or employers sometimes failed to make effective reforms due to inadequate resourcing or poorly worded legislation. Terms such as 'reasonable' and 'practicable' mean there was a lack of compulsion to act
- A lower percentage of disabled people was in employment or higher education than in the population as a whole, despite earlier legislation
- Within some elements of society, prejudice against disabled people continued in everyday life.

B8 The Diversity, rights and equality in Britain, 1914-2010

Question	

B8 (a)	Explain **TWO** ways in which opportunities for medical care in Britain before the NHS were different from opportunities for medical care after the introduction of the NHS in 1948. **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

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

Indicative content

Relevant points may include:

- A difference was the extension of those who had been entitled to medical care under the 1911 National Insurance Act. Now women qualified for free treatment. Previously women who were at home raising families did not qualify
- A difference was the extent of medical care taken up. Before the NHS, 'Lesser' conditions, such as varicose veins, might not be treated. As treatment under the NHS was free, people were more likely to seek treatment.

Question	

B8 (b)	Explain **TWO** causes of the passing of the Aliens Restriction (Amendment) Act (1919). **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

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

Indicative content:

Relevant points may include:

- A cause of the passing of the Act was the need to extend the 1914 Act, which gave the government powers to target 'enemy aliens in Britain'
- A cause of the passing of the Act was the desire to restrict the employment rights of aliens in Britain now that the wartime labour shortages were over
- A cause of the passing of the Act was to prevent industrial unrest by making it illegal for aliens to promote industrial action.

Question	

B8 (c) (i)	How far was the Disabled Persons (Employment) Act (1944) the key turning point in the lives of disabled people in the years 1944-2010? You may use the following in your answer: • the Disabled Persons (Employment) Act (1944) • the founding of the British Council of Organisations of Disabled People (1981). 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

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Indicative content

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

- The Act was the first to address employment of disabled people across the range of disabilities. A National Advisory Council on the Employment of the Disabled was also established and Disablement Advisory Committees set up
- In the Act, employers had to provide work for a quota of disabled persons and reserve a number of future jobs for them. This was very important in getting disabled people into work
- Employers had to set up employment and training facilities under special conditions for disabled people whose disability meant they could not get work ordinarily.

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

- The 1944 Act was initially less successful than hoped for because many disabled people were suspicious of having to register, as required by the Act
- From 1944, disabled children were mostly taught in special schools which failed to equip them with the educational and social skills for adult life. The Warnock Report and comprehensive education placed them in mainstream schools
- The British Council of Organisations of Disabled People played a major part in raising awareness by campaigning using the new social model, which said that it was society which made people disabled, not their impairment
- In 1995, after years of campaigning by disability activists, the Conservative Government introduced legislation to outlaw discrimination against disabled people
- The Equality Act 2010 set out when someone is considered to have a disability and how they are to be protected from disability discrimination.

Question	
B8 (c) (ii)	How far did the rights of women change in the years 1962-2010? You may use the following in your answer: • employment • the Equality Act (2010). 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

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Indicative content

Relevant points that suggest that the rights of women changed may include:

- Equal Pay was achieved by the Equal Pay Act in 1970, after women, such as the Dagenham machinists, went on strike
- The 1972 Equal Employment Opportunity Act banned discrimination on the basis of sex or marital status in the areas of employment
- There was a growth in the number of women attending university. The 1975 Sex Discrimination Act and the growth of comprehensive education meant that by 2010 55% of full-time undergraduates were women
- The belief in the role of women as stay at home, unequal citizens began to decline when the 1960s saw the growth of the feminist movement and a more liberal attitude in British society
- The 2010 Equality Act improved women's rights by making it illegal for women to suffer direct or indirect discrimination, harassment or victimisation because of their sex.

Relevant points that suggest that change was limited may include:

- Despite the Equal Pay Act, women continue to be discriminated against in terms of pay. In 2010 women generally earned around 20% less than men
- Although the number of female MPs rose significantly in the period (less than 3% in 1962 rising to 22% in 2010), women were still considerably underrepresented in political office
- Women had not achieved equality in terms of improving their lives through work. In 2010 women were 40% less likely to be able to improve their social status, as a result of employment, than men.

Question	
B8 (a)	Explain **TWO** ways in which voting rights for women in 1914 were similar to their voting rights in 1918 after the First 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 (similarity).

Marking instructions

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

Indicative content

Relevant points may include:

- A similarity was that after the First World War, women aged below 30 were still not able to vote in general elections. 60% of women did not qualify to vote in general elections
- A similarity was that women's voting rights were still inferior to those of men. The 1918 Act gave all men the right to vote at the age of 21 (or 19 if they had seen active service), whereas there was a householder qualification for women.

Question	
B8 (b)	Explain **TWO** causes of the setting up the British Union of Fascists (BUF) in 1932. **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

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

Indicative content:

Relevant points may include:

- A cause was anti-semitism. There was a belief amongst BUF members that Jewish people were behind Britain's cultural decline in the 1930s and responsible for the spread of decadence within art, literature, cinema and sport
- A cause was the perceived lack of radicalism in existing parties. For example, Oswald Mosely had resigned from government in 1930 and set up the New Party – the immediate precursor to the British Union of Fascists
- A cause was an admiration for Mussolini's fascist system. When the BUF was founded, it was modelled on Mussolini's system.

Question	
B8 (c) (i)	How far do you agree that the most significant barrier to reducing discrimination against Commonwealth immigrants in the years 1962-86 was the contribution of Enoch Powell? You may use the following in your answer: • Enoch Powell • government legislation. 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

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Indicative content

Relevant points that suggest that Powell was the most significant barrier may include:

- Powell's speeches divided society and led to an increase in racism. It was common for his speeches on immigration to receive full coverage in the media and be followed by attacks on immigrants, particularly those from Asia
- Powell was particularly influential because he was a highly educated politician who gave discrimination a degree of respectability by wrapping his views up in academic scholarship
- Powell changed the debate at government level by his emphasis on numbers, how many immigrants were coming in, so that future policy tended to involve discriminatory legislation, such as in the Immigration Act (1971).

Relevant points that suggest that Powell was not the most significant factor may include:

- As Health Minister, Enoch Powell recruited 18 000 trained doctors from overseas to fill the manpower shortages caused by NHS expansion. He praised the work of these doctors, thus suggesting immigrants were beneficial
- Fear of unemployment played a role. The Bristol Bus Boycott came about partly because the trade unions feared their, largely white, membership would face competition for jobs
- Popular unrest and protest was a barrier. Race riots in a number of British cities led to the Conservative government under Harold Macmillan introducing the Commonwealth Immigrants Act
- Government legislation was a barrier. Legislation in 1968, 1971 and 1981 tightened up on immigration and helped foster the idea that immigrants were, in some way, a threat to the 'Britishness' of society
- Within society there was latent racism which made changing attitudes more difficult. TV programmes such as the *Black and White Minstrels* and *Love Thy Neighbour* tended to reinforce racial stereotypes.

Question	
B8 (c) (ii)	How far was the work of the National Council for Civil Liberties (Liberty) the main reason that there was greater social equality in the years 1986-2010? You may use the following in your answer: • the National Council for Civil Liberties (Liberty) • the Equality Act (2010). 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

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Indicative content

Relevant points that suggest that Liberty was the main reason may include:

- During the 1980s, the National Council for Civil Liberties played a major role in the campaign for gay rights
- Liberty campaigned for human rights. In 1991, it published a 'People's Charter' as part of a campaign for human rights to be enshrined in UK law which helped lead to the passing of the Human Rights Act in 1998
- Liberty brought a legal case on behalf of a victim of modern-day slavery and publicised the lack of protection in UK law. This resulted in a new law criminalising forced labour in the UK.

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

- Other organisations and pressure groups, such as the LGBT Foundation, the British Council of Organisations of Disabled People and Amnesty, raised public awareness and campaigned for law changes to increase equality
- The increased media coverage of the contribution of racial and sexual minorities and disabled people, such as Stephen Hawking, had created an environment in which social injustice was less tolerated
- Cases such as that of Stephen Lawrence had publicised institutional racism and led to internal reform in organisations such as the police force
- Third-wave feminism helped women achieve greater equality by encouraging women to see themselves as assertive, powerful and in control of their destiny Artists such as Madonna and Queen Latifah provided powerful role models
- Government legislation, such as the 2010 Equality Act, provided a legal framework to protect the rights of individuals and advance equality of opportunity for all, protecting individuals from unfair treatment.

Question	Mark scheme
B8 (a)	Explain **TWO** ways in which the treatment of sexual minorities before Section 28 (1988) was different from the treatment of sexual minorities after Section 28 was introduced. **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

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

Indicative content

Relevant points may include the following:

- A difference was that, before Section 28, it was permitted for teachers to discuss gay issues with their pupils without fear of censure. After the introduction of Section 28, this was not possible
- A difference was, before Section 28, some local authorities had provided funding to promote the teaching of issues around gay rights. Section 28 forbade this as it was considered to be 'promoting homosexuality'.

Question	Mark scheme
B8 (b)	Explain **TWO** causes of the changing attitudes to disabled people after the First World 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

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

Indicative content:

Relevant points may include the following:

- A cause was the impact on soldiers of serving in the war and witnessing the death and disablement of friends and colleagues. Having a disability no longer seemed so 'unusual'
- A cause was the number of disabled soldiers in everyday society both during and after the war. The stigma of being disabled was often replaced with respect and admiration for men having 'done their bit'
- A cause was the work of government organisations, volunteer organisations such as the Red Cross and medical teams, such as those led by McIndoe at East Grinstead, who helped integrate disabled soldiers back into society.

Question	Mark scheme
B8 (c) (i)	How far did the rights of women improve in the years 1918-70? You may use the following in your answer: • the vote • employment opportunities. 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.

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Indicative content

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

- In 1918, women aged 30 and over could vote in general elections. In 1928, this was extended to women aged 21 and over, the same as men
- Opportunities for women increased in the 1944 Education Act, which ensured that all girls completed secondary school and provided a route to professional education in universities or teacher training colleges for some women
- The Sex Disqualification (Removal) Act (1919) enabled women to join the professions, to be on juries and be awarded degrees. Previously, being a woman or married, prevented them from being appointed to a range of professions
- The Equal Pay Act (1970) gave women a right to the same contractual pay and benefits as a man in the same employment, where a man and a woman were doing the same work.

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

- The Tomlin Report found in 1931 that most civil service departments employed no women in senior posts. The Ministry of Defence only employed women as typists
- Until 1946, women had to resign when they married. Women's pay scales were also lower than men's until 1961
- In 1970, only 30% of first degrees went to women and only 14% of higher degrees
- The Equal Pay Act did not come into force until 1975. In 1970, the average woman's wage was only just over 50% of the average man's wage.

Question	Mark scheme
B8 (c) (ii)	How far was government action, in the years 1965-2010, responsible for changes in attitudes towards people of colour? You may use the following in your answer: • the Race Relations Act (1965) • the Stephen Lawrence Case (1993). 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.

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Indicative content

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

- The 1965 Race Relations Act was the first formal legislation in the UK to protect the rights of people of colour. It outlawed discrimination in public places
- The Race Relations Acts of 1968, 1976 and 2000 extended the protection of people of colour to areas of housing, employment and treatment by the police
- The 2010 Equality Act introduced protection against discrimination, harassment or victimisation in employment. There were nine protected characteristics, one of which was race.

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

- Government action was not always effective. In 1999, the *Macpherson Report* concluded that the Metropolitan Police force was 'institutionally racist'
- Changes in attitudes were the result of the work of pressure groups. After Enoch Powell's River of Blood speech, the NCCL organised an emergency "Speak out on Race" meeting and presented an NCCL petition to the PM
- Changing attitudes came as a result of greater familiarity with the culture of immigrants of colour, e.g. the Notting Hill Carnival and media publicity of the excellence of athletes and artists of colour, such as Daley Thomson and Des'ree
- Treatment of people of colour also changed as a result of publicity around such cases as that of Stephen Lawrence, who died in a racially motivated attack in 1993
- Changing attitudes in society brought about greater opportunities for people of colour. For example, in 2002, Paul Boateng was appointed a member of Cabinet.

Question	Mark scheme
B8 (a)	Explain **TWO** ways in which attitudes towards sexual minorities in 2010 were different from attitudes towards sexual minorities in 1988. **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

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

Indicative content

Relevant points may include the following:

- A difference was that Section 28 suggested that in 1988 there was a concern in government circles that homosexuality was being encouraged in schools and the media. In 2009 the leader of the Conservative Party apologised for this measure
- In 1988, there was still a need to educate the public at large about sexual minorities. By 2010 the work of organisations, such as the LGBT Foundation had increased understanding and created a more tolerant attitude towards minorities.

Question	Mark scheme
B8 (b)	Explain **TWO** causes of the Sex Disqualification (Removal) Act (1919). **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

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

Indicative content:

Relevant points may include the following:

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

Question	Mark scheme
B8 (c) (i)	How far was the women's strike at Dagenham (1968) the key turning point in the fight for women's equality in the years 1944-75? You may use the following in your answer: • Butler's Education Act (1944) • the women's strike at Dagenham (1968). 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

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Indicative content

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

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

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

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

Question	Mark scheme
B8 (c) (ii)	In the years 1944-86, how far were improved rights and opportunities for Commonwealth immigrants the result of government legislation? You may use the following in your answer: • the British Nationality Act (1948) • Claudia Jones. 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

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Indicative content

Relevant points that indicate that change was the result of government legislation may include the following:

- The British Nationality Act 1948 made citizens of Commonwealth countries citizens of the UK and Colonies. This allowed them to settle in the UK and take opportunities, for example in employment
- The 1965 Race Relations Act outlawed discrimination on the 'grounds of colour, race, or ethnic or national origins'. It led to the creation of the Race Relations Board in 1966. This made the UK an easier place to live for immigrants
- The 1968 Race Relations Act extended the provisions of the 1965 Act to include housing, employment and service provision. Caribbean immigrants were now to be treated in the same way as long-term residents.

Relevant points that indicate that change was not the result of government legislation may include the following:

- After 1948, the government tried to discourage immigration. The 1962 and 1968 Commonwealth Immigration Acts limited opportunities and so government legislation did not improve rights and opportunities
- Most immigrants came to the UK for better employment and independent of government action. Many of the Windrush generation worked in transport. London Transport ran a recruitment campaign in the Caribbean from 1956
- The Bristol Bus Boycott highlighted existing racial discrimination and influenced the passing of the Race Relations Acts of 1965 and 1968, making discrimination unlawful in public places, employment and housing
- The Notting Hill carnival, launched by Claudia Jones as a celebration of Afro-Caribbean culture, helped change public perception of immigrants after the 1958 riots. It led to greater acceptance of Caribbean culture and opportunities.

Question	Mark scheme
B3 (a)	Explain **TWO** ways in which Japanese society in 1867 was different from Japanese society 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

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

Indicative content

Relevant points may include:

- A difference was that in 1867 Japanese society was very rigid with people knowing their place in the hierarchy. By 1919 feudalism had been abolished and the outcasts had been accepted, so society was less rigid
- A difference was that Japanese society had become modernised with compulsory education, a degree of westernisation, acceptance of Christianity and a greatly increasing middle class.

Question	Mark scheme
B3 (b)	Explain **TWO** causes of unrest in Japan in the years 1919–25. **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

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

Indicative content:

Relevant points may include:

- In the 1920s there was an emergence of political parties and increasing demands for universal suffrage. Resistance from existing vested interests caused resentment amongst supporters of democracy
- Industrialisation in Japan had caused tension between the emerging labour movement and employers. The Greater Japan Federation of Labour adopted a militant approach and the government took repressive measures, causing resentment
- The Great Kanto Earthquake led to the growth of right-wing nationalist groups that complained bitterly about westernisation in Japan. Some Japanese began massacring Koreans who were accused of trying to overthrow the government.

Question	Mark scheme
B3 (c) (i)	How far did Japan's relations with the West change in the period 1902–45? You may use the following in your answer: • the Anglo-Japanese Alliance (1902) • relations with the USA in the 1930s. 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

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Indicative content

Relevant points that suggest relationships changed are:

- Relations in 1902 were not good because of conflicting interests in China. They improved when the Anglo-Japanese alliance was signed in 1902. It was the first time Japan had been recognised as an equal nation
- The newly-established good relations deteriorated when Japan went to war with Russia and when it seized South Manchuria and parts of Korea, creating suspicion in the West
- The growth of democracy in the early 1920s and the agreements made in the Washington Naval Conference in 1921–22 brought about better relations between Japan and the West
- The impact of the Great Depression and growth of militancy led the Japanese to adopt an aggressive foreign policy. This resulted in deteriorating relations with the USA, an American trade embargo and the attack on Pearl Harbour.

Relevant points that suggests limited change are:

- There was no real change in relations during this period. Japan's territorial interests in the East were a threat to Western interests. The agreements made in 1902 and 1922 were just attempts to control Japanese ambitions
- From 1931 relations were poor and stayed poor. When Japan invaded Manchuria, the Western powers led the League into condemning Japan, which then left the League
- The signing of the Tripartite Pact in 1937 with Germany and Italy might seem to indicate improved relations, but in reality was helping Nazi Germany to go to war with other European powers and seriously upset the British
- The Second World War and dropping of the atomic bombs on Hiroshima and Nagasaki was a continuation of poor relations, which had existed since the beginning of the 20th century, but with greater emphasis.

Question	Mark scheme
B3 (c) (ii)	How far did the way in which Japan was governed change in the years 1853–95? You may use the following in your answer: • corruption • the Meiji Constitution. 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

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Indicative content

Relevant points that suggest change are:

- The Meiji restoration in 1868 restored the emperor and placed him firmly in the centre of government. By 1872 Satsuma and Chosu domains had been returned to the emperor creating a strong central government across the whole of Japan
- The setting up of the Council of State in 1869 with executive and legislative branches and five individual government departments meant more efficient government and reduced corruption existing since the Perry Mission (1853)
- The end of the Tokugawa Shogunate saw a military regime replaced by an outwardly civilian regime
- The Meiji Constitution set up a form of constitutional and absolute monarchy. The emperor had supreme authority but the actual head of government was the prime minister, assisted by a Cabinet.

Relevant points that suggests continuity are:

- Japanese government continued to be by an elite. The Tokugawa had been replaced by the emperor. There was still no consideration of the value of democracy
- The government was still inefficient. The Council of State was reorganised a number of times by 1871 and was replaced by the Cabinet in 1885
- Corruption continued throughout the period with a ruling elite making themselves wealthy at the expense of poorly paid workers and farmers
- Government in Japan continued to be repressive, with restrictions on political activities, particularly by women (especially from 1890).

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

Question	
B3 (a)	Explain **TWO** ways in which the economy of Japan in 1867 was different from the economy of Japan in 1895. **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

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

Indicative content

Relevant points may include:

- A difference was the growth of Japan's textile industry. Under the Meiji there was an industrial revolution that led to mass production of textiles, particularly silk
- A difference was that with the end of feudalism and the growth in education, Japan moved away from a feudal economy to a more capitalist approach with the development of a banking sector to finance economic growth.

Question	
B3 (b)	Explain **TWO** causes of the Meiji Restoration in 1868. **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).

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

Indicative content:

Relevant points may include:

- The opening of Japan following the arrival of Admiral Perry created economic problems in Japan and unstable prices. This caused resentment against Tokugawa rulers
- The import of cheap foreign products wiped out local cottage industries, causing unemployment and despair. This led to anti-Tokugawa protests, which were exploited by those in favour of the Meiji Restoration
- The growth of the money economy led to the rise of the merchant class. As their social and political status was low they wanted to overthrow the government and see reforms.

Question	
B3 (c) (i)	How far did Japanese society change in the years 1853–1919? You may use the following in your answer: • the opening up of Japan to the West • the Taisho culture. 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

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Indicative content

Relevant points that suggest change are:

- The opening up of Japan led to a glorification of the West with western society no longer seen as barbaric. There was a desire to copy more liberal ideas
- Under the Meiji there was a cultural revolution with westernisation of music, art, newspapers, etc., which was very different from society under the Tokugawa
- Feudalism came to an end and millions of people found themselves able to choose their occupation and travel as they liked
- In the Taisho democracy, Japanese people had more money, more leisure, and better education than ever before. Many lived in cities, met Western influences and so the traditional authority of the extended family declined.
- Industrialisation also led to an undermining of traditional values, with a greater emphasis on profit-making, which undermined traditional values, emphasising instead efficiency, materialism, and individualism.

Relevant points that suggest change was limited are:

- Under the Meiji Japan was still a repressive society. There was no free press or academic freedom
- Although the role of women had begun to change, they did not have any political voice in the Meiji period. Nor did they have any legal standing in civil law
- During the Taisho democracy the growing influence of the middle classes meant that there was still little opportunity for the lower classes to have any real status. There were government crackdowns against working-class protests.

Question	
B3 (c) (ii)	How significant was the world Depression from 1929 in bringing about declining relations between Japan and the West in the period 1919–45? You may use the following in your answer: You may use the following in your answer: ▪ Japan's trade with the West ▪ Manchukuo (1931). 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

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Indicative content

Relevant points that suggest the world Depression was significant are:

- The Great Depression had a significant impact on Japan's trade with the West. There was an 80 per cent reduction in silk prices, resulting in business collapses and unemployment. This was seen as the fault of the West and created resentment
- The Depression forced Japan into taking aggressive measures against China to gain territory and raw materials
- The Depression led the Americans to adopt policies that provoked the Japanese into actions that destroyed relations, e.g. American tariffs and embargoes provoked the bombing of Pearl Harbour.

Relevant points that suggest that the world Depression was of limited significance are:

- Japan had structural issues, which would inevitably lead to conflict. It had a growing population and a shortage of raw materials. It was these factors that led it into conflict with the West over China
- Japan had an anti-Western group in the early twentieth century who did not want the country to rely on the West for trade, especially raw materials
- Nationalists in Japan believed that the West was decadent and wanted as little contact as possible. They issued propaganda to convince the Japanese people that westernisation was wrong. Such views led to anti-Western attitudes
- The occupation of Manchukuo led to worsening relations with the West
- Poor relations with the West pre-dated the Great Depression. The Japanese felt that they were being treated as second class citizens – as seen at the Washington Conference.

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

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

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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

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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

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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

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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	
B3 (a)	Explain **TWO** ways in which the way Japan was governed in 1925 was similar to way it was governed after 1931. (6) **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

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

Indicative content

Relevant points may include:

- A similarity was the government blocking free speech. The Public Security Preservation Law (1925) made criticism of the emperor a capital offence and after 1931, Tenko meant it was not permissible to speak in favour of communism
- A similarity was that the government continued to be repressive. In the 1920s laws were introduced to punish anyone who promoted social conflict. After 1931 a series of plots and assassinations led to increasing military influence over the civil government.

Question	
B3 (b)	Explain **TWO** causes of the advance of Japanese influence in China in the years 1895-1918. **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

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

Indicative content:

Relevant points may include:

- A reason for the advance was the easy victory over China in the 1895 war. As a result Japan received Formosa and a substantial compensation payment
- Japanese influence was increased by control over China's finances. Japan was able to impose a huge compensation package on China after the Boxer Rebellion
- A reason for the Japanese advance was the Twenty-One demands to China. They included 99-year leases in southern Manchuria and a degree of control over railways there.

Question	
B3 (c) (i)	How far did Japan's economy change in the years 1853-1912? You may use the following in your answer: • the Perry Mission (1853) • the Meiji reforms. 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

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Indicative content

Relevant points that suggest there was a change may include:

- Perry's mission and the Treaty of Kanagawa brought in a large amount of foreign money, which disrupted the Japanese currency and resulted in inflation
- The Treaty of Kanagawa sparked other western nations' interest in Japan. Great Britain, Russia, France and the Netherlands signed 'unequal treaties' with Japan
- Under the Meiji, there was a westernisation of the Japanese economy. Missions were sent overseas to learn Western economic practices and Western specialists were brought to Japan to advise in areas from banking to transport and mining
- An impact on the economy under the Meiji was that education was opened up. With a more educated population, Japan's industrial sector grew
- In the early twentieth century there was rapid industrialisation, with the building of industries such as shipyards, iron smelters, and spinning mills. Industrial zones grew rapidly and attracting many rural Japanese into towns.

Relevant points that suggest the change was limited may include:

- Throughout the period, silk continued to dominate Japanese industry. Japan was the world's major producer of silk, producing as much as 60 percent of the world's raw silk
- It continued to be the case that Japan lacked raw materials needed for industry, such as coal, iron ore and oil. Japan continued to import these
- Throughout the period, rural Japan struggled as a result of rent increases and fluctuating commodity prices. Small landowners were often only a couple of poor harvests away from foreclosure and farm workers received only a tiny wage.

Question	
B3 (c) (ii)	How far did the Treaty of Versailles have the most significant impact on Japan's changing relations with the West in the years 1919-1941? You may use the following in your answer: • the Treaty of Versailles (1919) • Manchukuo (1931). 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.

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Indicative content

Relevant points that suggest that it was significant may include:

- Relations worsened because the Japanese felt that they had not been treated as equals and resented the fact that the treaty did not endorse the principle of racial equality
- Relations worsened because the treaty confirmed many of the Japanese 21 Demands and the ownership of Manchuria, which led to tension in relations during the 1930s
- Relations worsened because the treaty confirmed the 21 Demands, but only in return for restrictions in Japanese immigration into the USA. This confirmed Japanese views that they were being unfairly treated
- Relations worsened because the treaty did not give Japan all the German territories it wanted. The Japanese felt cheated and resentful about this as the gains did not reflect central position that Japan thought it had in Asia.

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

- The treaty only reflected what had the case been before. The Allies already accepted many of the 21 Demands and that Manchuria was under Japanese control. Relations with the US were already poor
- The Washington Naval Treaty worsened relations because it, combined with new immigration laws in 1924, confirmed Japanese views they were not being treated as equals
- The Great Depression and the loss of trade with the USA worsened relations because they led to the invasion of Manchuria, Japan leaving the League, war with China and atrocities such as Nanking in 1937
- Economic sanctions against Japan, the formation of the Tripartite Pact and the bombing of Pearl Harbor worsened relations because they led to war.

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

Question	
B3 (b)	Explain **TWO** causes of the decline in the Japanese economy 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

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

Indicative content:

Relevant points may include:

- A cause was the post-war depression in Japan. During the First World War the economy boomed, but in April 1920 there was a stock market crash and reduction in industrial production
- A cause was the Great Kanto Earthquake. Japan had been recovering from the 1920 crash, but economic activity was brought to a standstill when the quake killed over 100 000 people and destroyed more than 500 000 homes
- A cause was the Showa Financial Crisis of 1927, which severely damaged confidence in the banking system.

Question	
B3 (c) (i)	How far was the fall of the Tokugawa the key turning point in the way Japan was governed in the years 1853-1919? You may use the following in your answer: • the fall of the Tokugawa (1868) • the Taisho Democracy (1912). 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.

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Indicative content

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

- The end of the Tokugawa Shogunate meant that there was a change from a military regime to an outwardly civilian regime
- The fall of the Tokugawa Shogunate meant the restoration of the emperor. The return of the Satsuma and Chosu domains helped create a strong central government across the whole of Japan
- The setting up of the Council of State in 1869, with executive and legislative branches, meant more efficient government and reduced corruption
- The introduction of the Meiji Constitution after the fall of the Tokugawa Shogunate meant that, in practice, the head of government was the prime minister, assisted by a Cabinet.

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

- Corruption continued after the fall of the Tokugawa Shogunate, with the ruling elite continuing to make themselves wealthy at the expense of poor workers
- Government in Japan continued to be repressive after the fall of Tokugawa Shogunate, with restrictions on political activities and little freedom of the press or academic freedom
- During the Taisho Democracy there was a shift in the structure of political power from the old oligarchic advisors under Meiji rule to the elected members of the Diet
- Modernisation efforts during Taisho Democracy led to greater openness and a desire for representative democracy. This helped create a climate of political liberalism, after decades of Meiji authoritarianism.

Question	
B3 (c) (ii)	How significant was world Depression from 1929 in changing relations between Japan and the West in the period 1902-37? You may use the following in your answer: • the Treaty of Versailles • world Depression. 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

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Indicative content

Relevant points that indicate that world Depression was significant may include the following:

- The world Depression had a very significant impact on trade with the West. Silk prices suffered a substantial decline and unemployment rose significantly in Japan. The Japanese blamed this on the West and relations deteriorated
- The world Depression resulted in Japan taking aggressive action against China to gain raw materials and territory. This ultimately led to Japan leaving the League
- As a result of the world Depression, many countries, especially the USA, raised tariffs, and this made it harder for Japan to sell its goods abroad. Consequently, Japan adapted a more expansionist policy in East Asia, thus harming relations.

Relevant points that suggest world Depression was not significant may include the following:

- The world Depression merely extended policies of expansion that were already in place (e.g. in Manchuria)
- The Anglo-Japanese Alliance in 1902 was important because it was the first time Japan had been recognised as an equal nation by the West
- The Russo-Japanese War was important because it was the first victory over a Western power and gave Japan confidence to expand, thus created tension
- The Treaty of Versailles was important because, in receiving the German concessions in China in Shandong, Japan now had a major foothold in China – and soon sought more control in China. This would lead to conflict
- Manchuria was important because Japan realised that it could gain markets and raw materials in East Asia. The weak reaction of the League encouraged further expansion and Japan's invasion of China in 1937 offended the West further.

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

Question	
B3 (b)	Explain **TWO** causes of the surrender of the Showa Emperor in 1945. **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

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

Indicative content:

Relevant points may include:

- A cause was the atomic bombs dropped on Hiroshima and Nagasaki. The incineration of large swathes of the cities highlighted the futility of continuing the war. To end the war, the emperor had to stand down
- A cause was the break-down of law and order; demoralised workers were abandoning factories and acts of sabotage also meant that an orderly society was no longer obeying orders. To restore order, the emperor had to end the war
- A cause was the Soviet entry into the war. The leadership did not want to see the role of the emperor abolished. Japan had hoped the Soviets would act as brokers in a peace deal with the Allies. This hope was gone.

Question	
B3 (c) (i)	How far did the economy of Japan decline in the years 1912-41? You may use the following in your answer: • the Great Kanto Earthquake (1923) • the Great East Asia Co-Prosperity Sphere 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

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Indicative content

Relevant points that suggest it declined may include the following:

- In April 1920, there was a plunge in the Japanese stock market and also a dramatic decrease in silk exports. This was accompanied by a slump in industrial production and rapid increase in unemployment
- The Great Kanko Earthquake killed almost 200,000 people and destroyed over 500,000 homes. This brought economic activity to a standstill
- In 1927, there was a major banking crisis and many banks failed. Over the next few years the number of banks in Japan fell by 50%
- As a result of the Great Depression, Japanese exports fell by 50% and unemployment rose dramatically in 1930-31.

Relevant points that suggest that it did not decline may include the following:

- During the First World War, Japan's economy boomed with exports rising dramatically as European traders were cut off from the East
- After the Great Kanko Earthquake, there was a six-year reconstruction programme and over 744 million yen was spent, which stimulated the economy
- After 1931, there was an economic boom in Japan as Takahashi Korekiyo's economic policy brought about a devaluation in the yen and deficit spending to boost the economy
- After 1937, Japan decided to create the Great East Asia Co-Prosperity Sphere. This brought in raw materials from captured territory, which helped boost industrial production, particularly in industries such as aircraft production.

Question	
B3 (c) (ii)	How far was world Depression from 1929 the key turning point in Japanese expansion in East Asia in the years 1895-1937? You may use the following in your answer: • the Russo-Japanese War (1904-05) • world Depression 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

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Indicative content

Relevant points that indicate that world Depression was the key turning point may include the following:

- Japan, an island nation with few natural resources, relied on foreign trade. World Depression meant countries no longer imported Japanese luxuries such as silk. Japan had to look to new places for markets, especially in East Asia
- Many people blamed the government for Japan's economic crisis. People lost faith in party governments and became more sympathetic to the military and nationalists. They had more expansive foreign policies
- As a result of world Depression, many countries, especially the USA, raised tariffs, and this made it harder for Japan to sell its goods abroad. Consequently, Japan to look at a more expansionist policy in East Asia.

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

- World Depression was not the key turning point because it merely extended policies of expansion that were already in place (e.g. in Manchuria)
- The economic crisis was the 1890s was an important event. It led Japan to look for new markets in East Asia and adopt an expansionist approach
- The Russo-Japanese War was important because it was the first victory over a Western power and gave Japan confidence to expand
- The Treaty of Versailles was important because, in receiving the German concessions in China in Shandong, Japan now had a major foothold in China – and soon sought more control in China
- Manchuria was a key turning point because it showed Japan that the markets and raw materials it needed could be easily obtained in East Asia. It was also important as the weak reaction of the League encouraged further expansion.

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

B3 Japan in transformation, 1853–1945

Question	
B3 (a)	Explain **TWO** ways in which Japan's economy in 1919 was different from Japan's economy in 1931. (6) **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:

- In 1919, Japan was enjoying an economic boom with high rates of growth and inflation but, in 1931, there was low growth and economic depression
- In 1919, Japan made money from selling silk abroad. However, the impact of the Great Depression meant that, in 1931, silk exports collapsed.

Question	
B3 (b)	Explain **TWO** causes of the modernisation of Japan in the years 1853-95. **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

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

Indicative content:

Relevant points may include:

- The Perry Mission brought about an enforced opening up of Japan leading to an acceptance of western ideas
- The fall of the Tokugawa led to the Meiji Restoration with a more modern approach to industrialisation and culture
- The Meiji Constitution modernised the way Japan was governed by establishing clear limits on the power of the executive branch and the Emperor. It also created an independent judiciary and granted civil rights and civil liberties.

Question	
B3 (c) (i)	How far did Japanese society change in the years 1912-45? You may use the following in your answer: • the Taisho Democracy • Konoe's New Order. 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.

- In the Taisho Democracy, a greater openness and desire for representative democracy took hold. Literary societies, mass-audience magazines, and new publications flourished. There was a thriving music, film, and theatre culture
- In the late 1920s, Japanese society became more fearful of attacking the inequitable system of private property. The Public Security Preservation Law (1925) limited free speech
- Society became more willing to support totalitarianism and militarism. From 1928, Tenko encouraged business corporations to work with political leaders in a ruthless campaign against the left
- Japanese society became more insular as government cultural policies during the war in Southeast Asia closely reflected the spirit of Konoe's New Order. The state sought to expel Anglo-American cultural, fashion and sporting influences
- The war in Southeast Asia (1938-45) changed Japanese society. War work, as well as rationing that caused black markets in commodities and jobs, gradually led to a deeply-divided society by the time of the Japanese surrender.

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

- A similarity was that Japanese society remained elitist, with deference to the Emperor and the perfect woman still considered as a 'good wife, wise mother'
- Attempts to achieve equality were generally resisted by right-wing politicians and militarists. Despite the Election Law, wealthy men continued to dominate politics
- Basic freedom continued to be restricted, e.g. censorship of the press.

Question	
B3 (c) (ii)	How far was war responsible for Japan's emergence as a world power in the years 1895-1945? You may use the following in your answer: • industrial revolution in the Meiji period • expansion of the Japanese empire. 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

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Indicative content

Relevant points that support the given factor may include the following.

- In 1904-05, the Japanese defeated Russia. This was the first defeat of a European power by an Asia country and established Japan as an emerging power
- As a result of its participation in the First World War, Japan gained German territories in the Pacific. These became major Japanese strongholds in the Second World War
- During the 1930s, Japan adopted a policy of militarism, which resulted in the annexation of Manchuria and the acquisition of Chinese territory in the Sino-Japanese Wars
- After the attack on Pearl Harbour, Japan completed its formation of the Great East Asia Co-Prosperity Sphere by occupying large areas of Asia.

Relevant points that that challenge the given factor may include the following.

- War was not that significant because, in the Treaty of Versailles, the Allies made it clear that they did see Japan as an equal partner. This was also seen in the Washington Naval Agreement
- War ultimately destroyed Japanese power with the defeat in the Second World War, after the dropping of the two atomic bombs
- Japan's emergence as a world power was based on the industrial revolution that took place in the Meiji period. The government built railways, improved roads and used over 3000 Western teachers to improve education
- Diplomacy played a significant role in Japan's emergence, as witnessed in the Anglo-Japanese Treaty, the Treaty of Versailles, the Washington Naval Agreement and the Tripartite Agreement.

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

Question	Mark scheme
B3 (a)	Explain **TWO** ways in which attitudes to Taisho Democracy in 1912 were different from attitudes to Taisho Democracy in 1926. **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, in 1919, there was general support for the government. This had evaporated by 1926, as a result of poor management of the economy in the 1920s
- A difference was that, during the 1920s, the labour movements increasingly criticised the government and there were strikes and demonstrations demanding more say for trade unions and workers – leading to the Public Security Preservation Law.

Question	
B3 (b)	Explain **TWO** causes of the decrease in the living standards of the Japanese people in the years 1931-45. **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 drop in the price of agricultural products such as rice and barley. As a result, farmers' income dropped significantly and there was an increase in evictions where farmers couldn't pay rent
- A cause was the impact of the economic depression from 1931 on factories and shops. Small-scale manufacturing businesses and small stores failed in their thousands
- A cause was the impact of the war in Southeast Asia. As Japan began to suffer military defeats, the impact on the home front became more severe and there were shortages of food and essential items.

Question	
B3 (c) (i)	How far was the Perry Mission the key turning point in modernising Japan's economy in the years 1853-1919? You may use the following in your answer: • the Perry Mission • industrial changes in the Meiji period 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.

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Indicative content

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

- The Perry Mission led to the opening up of Japan to Western countries. The European powers soon followed the U.S. example and drew up their own treaties with Japan, resulting in a boost for Japan's economy
- The greater contact with the West meant that Japan came into contact with Western technology and innovation, enabling it to adopt these ideas and modernise its industry
- As a result of the Perry Mission, the Japanese lost autonomy over their own economy as tariffs and use of treaty ports came under the control of the West.

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

- The main impact of the Perry Mission was long-term, rather than immediate and the ensuing economic growth did not really occur until the Meiji period
- Japan's economy grew significantly under the Meiji when more than 20 further ports were opened to western trade. This helped the economy to grow by importing raw materials and exporting manufactured goods, especially textiles
- A significant stimulus for economic growth was Japan's intervention in China. After the Sino-Japanese war, China made significant economic concessions, including the opening of new treaty ports and a large indemnity in gold
- Under the Meiji, there was a westernisation of the Japanese economy. Missions went overseas to learn Western economic practices and Western specialists were brought to Japan to advise in areas from banking to transport and mining
- In the early twentieth century, there was rapid industrialisation, with the building of industries such as shipyards, iron smelters and spinning mills. Industrial zones grew rapidly and attracted many rural Japanese into towns.

Question	
B3 (c) (ii)	How far did Japan become a major world power in the years 1919-45? You may use the following in your answer: • the Treaty of Versailles (1919) • war in Southeast Asia (1937-45) 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 indicate that Japan became a world power may include the following:

- As a result of its participation in the First World War, German territories in the Pacific were given to Japan. These became major Japanese strongholds in the Second World War
- Japan gained a foothold in mainland China in the Treaty of Versailles. In receiving the German concessions in China in Shandong, Japan now began a policy of land acquisition in China – and soon gained further territory in China
- After the attack on Pearl Harbor, Japan completed its formation of the Great East Asia Co-Prosperity Sphere by occupying large areas of Asia
- Inclusion of Japan in the Washington Naval Agreements showed that the USA saw Japan as a rising military threat. It realised that Japan had the potential to threaten U.S. colonial possessions in Asia and the profitable China trade
- Japan's emergence as a world power was reflected in the desire of other nations to have it as an ally, such as Italy and Germany in the Tripartite Agreement.

Relevant points that indicate that Japan had not become a world power may include the following:

- The Treaty of Versailles failed to endorse the principle of equality of all races. Japan had not fought in World War I. The French and British did not treat the Japanese as equal partners
- Japan's status as a minor power was reflected in the Washington Agreements, where it had to accept that its navy should have a tonnage equal to 70% of the US Navy. It resented not being given a greater proportion
- Japan suffered significant infrastructure damage and loss of personnel at the end of the Second World War. It was unable to defend itself from mid-1945.

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

Question	Mark scheme
B3 (a)	Explain **TWO** ways in which Japan's influence in other countries in 1895 was different from Japan's influence in other countries in 1905. . **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 that Japan had more influence in China. As a result of its victory in the Sino-Japanese War, it was granted territory by China and given significant commercial concessions
- A difference was that Japan gained significant influence in Korea as a result of its victory over Russia in the Russo-Japanese War. Russia could no longer protect Korea from Japanese intervention
- A difference was that Japan gained influence in Manchuria and Korea as a result of the 1902 Anglo-Japanese Alliance as Japan gained the confidence to take aggressive action against Russia knowing Britain would not intervene.

Question	
B3 (b)	Explain **TWO** causes of the decline in Japan's economy after 1929. **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 worldwide depression resulting in a decline in exports, particularly silk, as other nations suffered their own economic problems and some (e.g. the USA) introduced tariffs to protect their own goods
- A cause was Japan returning to the gold standard in 1930. This meant a fixed exchange rate, which could not be altered in the face of deep global deflation
- A cause was Japan's lack of natural resources. With practically no natural resources, the nation had to import oil, iron, steel, and other commodities to keep its industry and military forces alive but was not earning from exports to pay for these materials.

Question	
B3 (c) (i)	How far did Japan modernise in the years 1853-1912? You may use the following in your answer: • the Perry Mission (1853) • reforms under the Meiji. 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.

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Indicative content

Relevant points that suggest Japan did modernise may include the following:

- When Japan opened its ports as a result of the Perry Mission, it gained access to modern technology. Its opening to the West enabled it to modernise its military, and to become the most formidable Asian power in the Pacific
- The setting up of the Council of State in 1869, with executive and legislative branches, meant more efficient government and reduced corruption
- Under the Meiji, there was an industrial revolution, which established an efficient textile industry and brought railways, a modern postal service and a country-wide telegraph network
- In the Taisho Democracy, a greater openness and a desire for representative democracy, as practised in the West, took hold
- There were changes in day-to-day life with the arrival of movies, the spread of consumer goods and department stores. By 1912, the use of electric lights was widespread.

Relevant points that suggest that Japan did not modernise may include the following:

- Corruption continued after the fall of the Tokugawa Shogunate, with the ruling elite continuing to make themselves wealthy at the expense of poor workers
- Government in Japan continued to be repressive after the fall of the Tokugawa Shogunate, with restrictions on political activities and little freedom of the press or academic freedom
- During the period, much of Japan remained an agricultural-based society with feudal attitudes persisting and rural poverty common and widespread.

Question	
B3 (c) (ii)	How far did relations between Japan and the West change in the years 1919-45? You may use the following in your answer: • the Treaty of Versailles (1919) • Manchukuo. 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

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Indicative content

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

- The Washington Naval Treaty showed the West did not see Japan as an equal and, in 1930, when the treaty was reviewed, they refused to increase the Japanese ratio. This was a change from the more collaborative approach in 1919
- The invasion of Manchuria, the Lytton Report and the Japanese walk-out from the League marked the beginning of a period of poor relations between Japan and the West
- The signing of the Anti-Comintern Pact in 1936 showed that Japan was now lining itself up with the Fascist powers in Europe. This made it a potential enemy of both Britain and France who were particularly concerned about Nazi Germany
- The bombing of Pearl Harbour was an open act of war. This was the first time that Japan had carried out military action against the West and marked a significant change in relations.

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

- Japan and the West were on good terms during the First World War and this continued at Versailles when the Western powers agreed to allow Japan to take control of arears of China
- The Japanese reinforced better relations by attending the Washington Naval Conference and accepting a lower ratio of warships in return for the US promising not to build naval fortifications in the Western Pacific
- Commercial relations with the West were very good in the 1920s with the USA continuing to be the largest market for Japanese silk
- In reality, political relations remained pragmatic because the West treated Japan well only as long as it suited them, e.g. there were no problems in the 20s but when Japan began to expand in the 1930s, the West changed its approach.

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

Question	Mark scheme
B3 (a)	Explain **TWO** ways in which Japan's society in 1937 was different from Japan's society in 1929. **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 (different).

Marking instructions

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

Indicative content

Relevant points may include:

- A difference was that there was a change in attitudes towards young women. In 1929, the 'Modern Girl' was often seen in Japanese society. By 1937, such styles of fashion and behaviour for women had died out
- A difference was that, during the 1930s, society became much more repressive. In 1929, there was a large element of freedom. By 1937, freedom of speech, freedom in education and trade union rights had declined.

Question	
B3 (b)	Explain **TWO** causes of Japan's worsening relations with the League of Nations in the 1930s. **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

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

Indicative content:

Relevant points may include:

- A cause was the invasion of Manchuria without a declaration of war. This was contrary to the Covenant of the League of Nations
- A cause was the setting up of the puppet state of Manchukuo (which the League declared illegal) and the failure to engage with the League's Lytton Report when the League called a conference to discuss it
- A cause was Japan leaving the League and continuing acts of aggression against China after 1931 in contravention of the Covenant.

Question	
B3 (c) (i)	How far did Japan make progress towards becoming a world power in the years 1894-1919? You may use the following in your answer: • the Sino-Japanese War (1894-95) • the Treaty of Versailles (1919) 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

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Indicative content

Relevant points that suggest that Japan did make progress towards becoming a world power may include the following:

- In 1894, the Japanese defeated the Chinese in Korea and took control of the Liaodong peninsula and Taiwan. The West was surprised by the victory and this gave Japan prestige in Western eyes
- The Anglo-Japanese Alliance in 1902 was important in showing Japan as a world power because it was the first time Japan had been recognised as an equal nation by the West
- The Russo-Japanese War was the first victory over a Western power and gave Japan confidence to expand and increased respect in the West
- Korea was formally annexed in 1910, as a result of the Japan-Korea Treaty
- The Treaty of Versailles showed Japan was a world power, as it received the German concessions in China in Shandong. Japan now had a major foothold in China – and soon sought more control in China.

Relevant points that suggest that Japan did not make progress towards becoming a world power may include the following:

- By 1894, Japan had already shown its potential as a military power by forcing Korea to accept a degree of Japanese influence in its affairs
- The Treaty of Versailles did not give Japan all the German territories it wanted. The Japanese felt cheated and resentful about this as the gains did not reflect the central position that Japan thought it had in Asia
- The Treaty of Versailles confirmed Japan's 21 Demands in China, but only in return for restrictions on Japanese immigration into the USA. This confirmed Japanese views that they were not being treated as a world power.

Question	
B3 (c) (ii)	How far did the way Japan was governed change in the years 1912-38? You may use the following in your answer: • the Taisho Democracy (1912) • Konoe's New Order (1938). 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

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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 suppression of democracy with the introduction of the Peace Preservation Law, 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
- Under Konoe, a 'New Order' was introduced that led to Japan becoming a totalitarian state and increased the influence of the military. In 'time of national emergency' the Diet did not need to approve measures.

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 continuing elitist nature of government was reflected in the importance of the emperor. 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

B3 Japan in transformation, 1853–1945

Question	
B3 (a)	Explain **TWO** ways in which Japan's position as a world power after the Treaty of Versailles (1919) was different from Japan's position as a world power before the Treaty of Versailles. **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

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

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

Indicative content

Relevant points may include:

- A difference was that Japan increased its strength as a world power. Before Versailles, Japan had few overseas possessions. Now it had the Marianas, the Carolina and Marshall Islands, which would become strongholds in World War II
- A difference was that Japan gained a major foothold in China as the German concessions in Shandong were placed under Japanese control. Before Versailles, Japan had to fight to gain such a foothold.

Question	
B3 (b)	Explain **TWO** causes of Japan opening its ports to the USA after 1853. **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:

- Japan opened its ports because in 1853 Perry arrived and threatened war if it did not
- Japan opened its ports because there was disunity in the country and the government could not offer united resistance against the foreign powers
- Japan opened its ports to the Americans because it thought the British would drive an even harder bargain.

Question	
B3 (c) (i)	How far was the Meiji Restoration the key turning point in the way Japan was governed in the years 1867-1926? You may use the following in your answer: • the Meiji Restoration • the Taisho Democracy. 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.

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Indicative content

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

- The fall of the Tokugawa Shogunate meant the restoration of the emperor. The return of the Satsuma and Chosu domains helped create a strong central government across the whole of Japan
- The setting up of the Council of State in 1869, with executive and legislative branches, meant more efficient government and reduced corruption
- The new government carried out policies to unify the monetary and tax systems
- The Meiji Restoration led to the introduction of the 1889 Constitution, which established a bicameral parliament, elected through a limited voting franchise.

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

- Corruption continued after the restoration with the ruling elite continuing to make themselves wealthy at the expense of poor workers
- Government in Japan continued to be repressive with restrictions on political activities and little freedom of the press or academic freedom
- During the Taisho Democracy there was a shift in the structure of political power from the old oligarchic advisors under Meiji rule to the elected members of the Diet
- Modernisation efforts during Taisho Democracy led to greater openness and a desire for representative democracy. This helped create a climate of political liberalism, after decades of Meiji authoritarianism.

Question	
B3 (c) (ii)	How far did Japan's economy change in the years 1923-45? You may use the following in your answer: • the Great Kanto Earthquake (1923) • relations with the West. 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

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

Indicative content

Relevant points that suggest that the economy changed may include:

- Japan's economy had been prospering in the early 1920s, but economic activity was brought to a standstill when the Great Kanto Earthquake killed over 100 000 people and destroyed more than 500 000 homes
- The earthquake also brought economic change because it stimulated the building and consumer market when the rebuilding programme began
- Japan was badly hit by the Depression with exports falling by 50% between 1929 and 1931. Without exports, Japan could not afford to buy the imports needed, especially essential raw materials
- Japan's economy was weakened when many Western countries put tariffs on cheap Japanese goods in an effort to keep them from competing with American and European manufacturers
- Japan's economy was strengthened when the Great East Asia Co-Prosperity Sphere, led to the capture of territories, such as the Philippines, Malaya and the Dutch East Indies, which gained large quantities of raw materials which Japan itself lacked.

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

- The continuity of the importance of the rice crop for the Japanese economy throughout the period
- The continuity of the dependence on overseas markets to provide raw materials such as coal, oil and iron ore
- The continuity of the dependence on the USA as a market for Japanese exports of silk until the imposition of American sanctions in 1941.

B3 Japan in transformation, 1853–1945

Question	
B3 (a)	Explain **TWO** ways in which the right to vote in national elections before the Universal Male Suffrage Law in 1925 was different from the right to vote after the Law was passed. **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

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

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

Indicative content

Relevant points may include:

- A difference was in the number of people who could vote. Before the law, 3.3 million could vote. The law increased the electorate to over 12 million
- A difference was that, from 1925, men over 25 could vote, no matter how much tax they paid. Before the Law, there was a taxation qualification for voting.

Question	
B3 (b)	Explain **TWO** causes of Japan's economic decline in the years 1919-25. **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

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

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

Indicative content:

Relevant points may include:

- A cause was the return of economic competition from abroad, which had not existed during the First World War. This led to a reduction in exports and increase in imports
- A cause was increased agitation amongst the workers. This alarmed business who called on the army to break strikes and the disruption harmed production
- A cause was the devastating effect of the Kyoto earthquake that destroyed nearly 700, 000 homes and killed over 100,000 people.

Question	
B3 (c) (i)	How far was the Perry Mission the reason why Japan became a modern country in the years 1853-1919? You may use the following in your answer: • the Perry Mission (1853) • the Meiji Constitution. 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 the Mission was the main reason may include:

- 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 opened the door to new ideas
- As a result of Perry's enforced opening up of Japan to Western trade, the Japanese developed more respect for the military and economic strength of the West
- The Mission led to Japan accepting the technological superiority of the West and the use of its technological developments to modernise Japan's military and its industry.

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

- The setting up of the Council of State in 1869, with executive and legislative branches, meant a more modern, efficient government and reduced corruption
- The end of the Tokugawa Shogunate meant a change from a military regime to an outwardly modern, civilian regime. The introduction of the Meiji Constitution meant that the head of government was prime minister, assisted by a Cabinet
- 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 helped modernise industry
- Modernisation efforts during Taisho Democracy led to greater openness and a desire for representative democracy. This helped create a climate of political liberalism, after decades of Meiji authoritarianism
- During the Taisho Democracy there was a shift in the structure of political power from the old oligarchic advisors under Meiji rule to the elected members of the Diet, thus providing more 'modern government'.

estion	
B3 (c) (ii)	How far was Konoe's period as Prime Minister a key turning point in the way Japan was governed in the years 1925-45? You may use the following in your answer: • the Public Security Preservation Law (1925) • Konoe. 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

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Indicative content

Relevant points that suggest that Konoe's period as Prime Minister was a turning point may include:

- Konoe's time in power resulted in a more authoritarian rule. Political parties were forced to dissolve and Konoe's government set up the Imperial Rule Assistance Association, which provided candidates for elections
- During Konoe's period in power there was a tightening of government control over industry. The passing of the National General Mobilisation Law gave the government the powers to 'control material and human resources' in industry
- Konoe's period in power resulted in tighter control over the workers. It ordered all unions to dissolve and replaced them with workers' councils under the control of the Federation for Patriotic Industrial Service
- Konoe's time as Prime Minister saw government policy focused on the success in war and a focus of the country's resources on preparing for and fighting war.

Relevant points that suggest that Konoe's period as Prime Minister was not a turning point may include:

- The type of policies followed by Konoe were already ingrained in the hierarchical nature of society. His government was following policies linked to respect for Japanese traditional beliefs and uncritical serving of the emperor
- Konoe's time as Prime Minister did not lead to a change in the status of women. Women did not gain the vote until after the Second World War
- Control of radical ideology was already in place before Konoe's governments. The Public Security Preservation Law in 1925 had banned the expression of any ideas deemed anti-capitalist or dangerous to the 'national essence'
- Entry into the Second World War marked a turning point in the way Japan was governed, as government took tighter control of the economy, e.g. the Food Control Law (1942) gave government management of agricultural distribution.

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

Question	
B3 (a)	Explain **TWO** ways in which Japan's relationship with China before the Treaty of Versailles (1919) was similar to Japan's relationship with China after the Treaty. **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).

Marking instructions

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

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

Indicative content

Relevant points may include:

- A similarity was that after Versailles, relations between Japan and China continued to be poor. Before Versailles, Japan saw China as a place to acquire territory and these views continued
- A similarity was that before Versailles, Japan had great influence in China. This continued after Versailles as the Japanese were given German possessions in Shandong province.

Question	
B3 (b)	Explain **TWO** causes of the changes in Japanese culture following the Meiji Restoration (1868). **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

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

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

Indicative content:

Relevant points may include:

- A cause was the decline in traditional values, which led to the increased popularity of Western music, art, books, newspapers and magazines
- A cause was the new Meiji government's belief that the ideal of `good wife and mother' meant a woman's place was in the home. Women were excluded from politics and inheritance, and had no independent legal standing in civil law
- A cause was religious toleration. The repealing of the anti-Christianity laws in 1873 led to an increase in Christian influence. The government set up a national organisation of Shinto shrines that strengthened Shintoism.

Question	
B3 (c) (i)	How far did Japan's economy change in the years 1853-1918? You may use the following in your answer: • the industrial revolution in the Meiji period • The First World War. 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 change may include:

- Trade was boosted. The Perry 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
- The Japanese currency was disrupted and inflation created. The treaty resulting from the mission damaged the Japanese economy by bringing in a large amount of foreign money
- There was significant growth in the silk industry. The industry boomed during the industrial revolution of the 1870s and 1880s. The Japanese took advantage to expand their markets when a silkworm disease struck Europe
- Industrial production multiplied five-fold in the last quarter of the 19th century and was encouraged by government grants. This was seen in the iron, steel and ship-building industries in particular
- There was an economic boom during the First World War. Japan used the absence of the war-torn European competitors on the world market to advance its economy, generating a trade surplus.

Relevant points that suggest that change was limited may include:

- Continuity in the importance of, and dependence on, the rice crop for the economy and in the lifestyle of the Japanese peasants
- Continued dependence on the agricultural sector to provide state revenue. During the late 19th century, 80% of government income came from land taxes and this remained at over 50% well into the 20th century
- The continuity of the dependence on overseas markets to provide raw materials such as coal, oil and iron ore.

Question	
B3 (c) (ii)	How far was government policy the main reason why Japanese society changed in the years 1923-45? You may use the following in your answer: • the Public Security Preservation Law (1925) • the War in Southeast Asia (1937–45). 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

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Indicative content

Relevant points that suggest that government policy was the main reason may include:

- The introduction of the Universal Law of Male Suffrage (1925) reduced conflict in society by granting the vote to all males over 25. It was an attempt to counter discontent and to keep pace with Western democracy
- The Public Security Preservation Law (1925) virtually eliminated freedom of the press, free speech and free assembly. Japanese society became more compliant and more fearful of attacking the inequitable system of private property
- From 1928, government policy known as Tenko cracked down on unions and encouraged business to work with political leaders in a campaign against the left. Society became more willing to support totalitarianism and militarism
- Japanese society became more insular as government cultural policies during the war in Southeast Asia closely reflected the spirit of Konoe's New Order. The state sought to expel Anglo-American cultural, fashion and sporting influences

Relevant points that suggest that government policy was not the main reason may include:

- Attempts to achieve equality were generally resisted by right-wing politicians and militarists. Despite the Election Law, wealthy men continued to dominate politics
- Reconstruction following the 1923 earthquake shook society as rebuilding drained the economy. This favoured the rich, as big corporations exploited the disaster and there was an increase in conflict between rich and poor
- The Great Depression led to changes in society, as a result of the stresses brought about by declining wages and reduced employment.
- The war in Southeast Asia (1938-45) was a vital factor in changing Japanese society. War work, as well as rationing and the black market, gradually led to a deeply-divided society by 1945.

B3 Japan in transformation, 1853–1945

Question	
B3 (a)	Explain **TWO** ways in which Japan's economy in 1853 was different from Japan's economy in 1867. **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

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

Indicative content

Relevant points may include:

- A difference was that the influx of foreign investment after the Perry Mission (1853) and debasing of the coinage led to sharp inflation
- A difference was that, by 1867, the Japanese economy had suffered because of an increase of lightly-taxed, inexpensive Western goods, such as cotton. This drove many Japanese producers out of business.

Question	
B3 (b)	Explain **TWO** causes of the Japanese surrender in the War in Southeast Asia in 1945. **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

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

Indicative content:

Relevant points may include:

- A cause was the devastating impact of the USA dropping atomic bombs and causing unprecedented damage. The Japanese government felt it could not protect its people from further attacks
- A cause was the loss of life brought about by Allied bombing. By July 1945, more than a million Japanese civilians had been killed and the country was in turmoil
- A cause was the failure of Konoe's New Order policy designed to create the Greater East Asia co-Prosperity Sphere. In 1945, Konoe himself was advising the Emperor that Japan should surrender.

Question	
B3 (c) (i)	How far did Japan's treatment of China change in the years 1894-45? You may use the following in your answer: • the First Sino-Japanese War (1894-95) • Manchukuo (1931). 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

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Indicative content

Relevant points that suggest that there was change may include:

- During the period, Japan varied the way in which it sought to make gains from China. Sometimes warfare was used and, on other occasions, as in the Twenty One Demands, it applied diplomatic pressure
- Japan often operated on its own in its involvement in China, but there were occasions, as in the Boxer Rebellion and the Treaty of Versailles, where influence was asserted alongside other nations
- From 1931, Japan's policy towards China became much more one of colonial annexation with military action taken to try to win control of the whole of China
- Japanese treatment of China was often based on an aggressive attempt to take control of territory and minerals but on occasions, as at Mukden, the Japanese attempted to portray military aggression as seeking redress for ill-treatment.

Relevant points that suggest that change was limited may include:

- Japan used warfare throughout the period. For example, in the First Sino-Japanese War (1894-95) and the invasion of Manchuria in 1931 (later re-named Manchukuo)
- Throughout the period, the Japanese treated the Chinese with little respect and often brutality, e.g. the massacre of Chinese soldiers after the capture of Port Arthur in 1895 and the Nanjing Massacre in 1937-38
- There was continuity in the fact that Japan looked to acquire land from China, e.g. Formosa, the Pescadores Islands and the Liaotung Peninsula in 1895, Manchuria in 1931
- There was continuity in Japan seeing China as a source of raw materials, particularly the invasion of Manchuria in 1931 to gain control of minerals.

Question	
B3 (c) (ii)	How far did the changes made during the Taisho Democracy have the most significant impact in changing the way Japan was governed in the years 1912-45? You may use the following in your answer: • the Taisho Democracy (1912-26) • 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.

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Indicative content

Relevant points that suggest that the Taisho Democracy had the most significant impact may include:

- 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 this period, party rule began to take shape with elected politicians forming cabinets run by party members
- 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 suppression of democracy with the introduction of the Peace Preservation Law, which threatened up to 10 years imprisonment for anyone attempting to alter the kokutai (rule by the emperor and imperial government)

Relevant points that suggest the impact of the Taisho Democracy was not significant may include:

- During the Taisho Democracy, there was little change in the involvement of ordinary people in government with few opportunities for the lower classes and attempts to achieve political equality resisted by right-wing politicians
- Opposition to radicalism was significant. Through Tenko, the government forced left-wing activists to abandon their radical beliefs, thus reinforcing totalitarianism and militarism
- Under Konoe, a 'New Order' was introduced that led to Japan becoming a totalitarian state and increased the influence of the military. In 'time of national emergency' the Diet did not need to approve measures.

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

Question	Mark scheme
B3 (a)	Explain **TWO** ways in which the government of Japan before the fall of the Tokugawa in 1867 was different from the government of Japan in 1895. **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

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

Indicative content

Relevant points may include the following:

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

Question	Mark scheme
B3 (b)	Explain **TWO** causes of Japan's increasing influence in Korea in the years 1895-1910. **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

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

Indicative content:

Relevant points may include the following:

- A cause was the defeat of China in the Sino-Japanese War in 1894-95, further weakening attempts by China to control Korea and forcing it to accept the country as 'an independent' state
- A cause was the Japan–Korea Treaty of 1905, which deprived Korea of its diplomatic sovereignty and made Korea a protectorate of Imperial Japan
- A cause was Japan's victory in the Russo-Japanese War and an acknowledgement of its exclusive rights in Korea, which led to Korea's formal annexation in 1910.

Question	Mark scheme
B3 (c) (i)	How far was the most significant change in Japanese society, in the years 1919-45, the restrictions imposed by the Public Security Preservation Law (1925)? You may use the following in your answer: • the Public Security Preservation Law (1925) • the war in Southeast Asia (1937-45). 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

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Indicative content

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

- The Law stated that anyone considered to be trying to alter the *kokutai*, (system of private property) would be liable to imprisonment for a term of up to 10 years. This immediately drove communists and socialists underground
- By using the highly vague and subjective term *kokutai*, the law meant that any political opposition could be branded as 'altering the *kokutai'*. Thus the government had carte blanche to outlaw any form of dissent
- The law resulted in the establishment of the 'Thought Police' with branches all over Japan and in overseas locations with high concentrations of Japanese subjects. 'Thought Prosecutors' were appointed to suppress 'thought criminals'
- In the years 1925-45, over 70,000 people were arrested under the provisions of the Public Security Preservation Law, thus increasing control of the Japanese population.

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

- In the 1920s Japan experienced a 'café boom' where Japanese men and women could go to discuss American movies and hear jazz
- Society became more willing to support totalitarianism and militarism. From 1928, Tenko encouraged business corporations to work with political leaders in a ruthless campaign against the Left
- Japanese society became more insular as government cultural policies during the war in Southeast Asia closely reflected the spirit of Konoe's New Order. The state sought to expel Anglo-American cultural, fashion and sporting influences
- The war in Southeast Asia (1937-45) changed Japanese society. War work, as well as rationing that caused black markets in commodities and jobs, gradually led to a deeply-divided society by the time of the Japanese surrender.

Question	Mark scheme
B3 (c) (ii)	How far was the Treaty of Versailles (1919) the key turning point in Japan's rise towards being a world power in the years 1919-45? You may use the following in your answer: • the Treaty of Versailles (1919) • the Greater East Asia Co-Prosperity Sphere. 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

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Indicative content

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

- For Japan, the Paris Peace Conference marked the first indication that it was moving towards world power status. It joined the 'Big Five' at Versailles, along with the United States, Britain, France, and Italy
- The Treaty was important because, in receiving the German concessions in China in Shandong, Japan now had a major foothold in China and was beginning to acquire an overseas empire
- The Treaty was important because it led the Japanese to adopt a more aggressive foreign policy in later years as they were offended by the failure of the other powers to treat them as equals at Versailles.

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

- As a result of world Depression, many countries, especially the USA, raised tariffs, and this made it harder for Japan to sell its goods abroad. Consequently, Japan began to look at a more expansionist policy in East Asia
- Japan's status as a world power was confirmed in the London Naval Conference in 1930 when it joined with the USA, Britain, France and Italy in discussing limitations on the size of navies
- The Mukden Incident and consequent occupation of Manchuria was important because it showed Japan that the raw materials it needed could be easily obtained in East Asia. The weak reaction of the League encouraged further expansion
- When Italy and Germany signed the Tripartite Agreement with Japan, it established Japan as a world power, showing other nations were keen to have an alliance with Japan
- Japan cemented its position as a world power by completing the formation of the Greater East Asia Co-Prosperity Sphere and occupying large areas of Asia.

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

Question	Mark scheme
B3 (a)	Explain **TWO** ways in which Japan before the Perry Mission in 1853 was different from Japan after the Perry Mission. **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 the following:

- A difference was that, after 1853, Japan developed stronger relations with the West after Perry's enforced opening up of Japan to Western trade
- A difference was that, as a result of Perry Mission, the Tokugawa shogunate lost respect and was seen as weak and indecisive because of its uncertainty over how to respond to Perry's demands.

Question	Mark scheme
B3 (b)	Explain **TWO** causes of Japan's return to military dictatorship in the 1930s. **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

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

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

Indicative content:

Relevant points may include the following:

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

Question	Mark scheme
B3 (c) (i)	How significant was the Anglo-Japanese Alliance (1902) in changing relations between Japan and the West in the years 1895-1919? You may use the following in your answer: • the Anglo-Japanese Alliance • the First World War. 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

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

Indicative content

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

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

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

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

Question	Mark scheme
B3 (c) (ii)	How far did Japanese society change in the years 1895-1929? You may use the following in your answer: • the Taisho Democracy • censorship. 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

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Indicative content

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

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

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

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

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

Question	Mark scheme
B7 (a)	Explain **TWO** ways in which the first Intifada (1987) was different from the second Intifada (2000). **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 the degree of violence. In the first Intifada, Palestinians had thrown insults and rocks, whereas in the second Intifada knives, bullets, grenades, rockets and mortars were used

- A difference was the influence of radical Islam. This was not evident in the first Intifada but was influential in encouraging suicide bombers and greater levels of violence in the second Intifada.

Question	Mark scheme
B7 (b)	Explain **TWO** causes of the Suez Crisis (1956). **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

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

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

Indicative content:

Relevant points may include:

- The provision of arms to Egypt from the USSR led to the US and UK stopping a loan to Egypt to build the Aswan Dam. This frustrated Nasser who nationalised the Suez Canal in order to raise revenue, thus provoking Britain and France into the conflict
- Nasser nationalised the Suez Canal in July 1956, an action that the British and French considered illegal. They made the Sèvres agreement with Israel, which encouraged Israeli attacks on Egypt, leading to the start of the crisis
- Israel invaded Egypt and occupied Gaza on 29 October 1956, which led to the involvement of the British and French as the Sèvres agreement stated. This involvement heightened the tension.

Question	Mark scheme
B7 (c) (i)	How far did terrorism in the Middle East conflict change in the years 1946–73? You may use the following in your answer: • the bombing of the King David Hotel (1946) • the Munich Olympic Games (1972). 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

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Indicative content

Relevant points that suggest change may include:

- Terrorism changed from being mainly Jewish, Irgun, to being mainly Arab with the setting up of Fatah and the PFLP, though Jewish terrorism still existed
- The bombing of the King David Hotel led to the Israelis achieving their aim of an independent state, whereas Arab terrorist actions such as Fatah raids and the kidnappings at the Munich Olympics did not lead to Arab aims being fulfilled
- The tactics of terrorist groups changed from targets inside Israel to external targets. The PFLP and the Black September group took hostages and bombed planes. Fatah groups concentrated on making raids on Israel
- Support for terrorists declined amongst some Arabs as their actions became more dramatic. Jordan, Syria and Lebanon had tolerated Fatah but the Jordanians killed PLO fighters during 'Black September' and expelled them.

Relevant points that suggest change was limited may include:

- Terrorism ensured that the Middle East conflict remained in the public eye
- Terrorist acts usually led to reprisals. Israeli reprisals led to greater tension and encouraged war, e.g. before the Suez Crisis in 1956 and also in 1967
- The actions of terrorist groups increased support for them in their own communities. In 1965 Fatah launched a failed attack on a canal, but the support for the group rose dramatically due to the publicity gained
- Arab terrorist groups never achieved their aims despite many attempts over the years. Terrorist actions generally led to a decline in fortunes for the perpetrators.

Question	Mark scheme
B7 (c) (ii)	How far was the Yom Kippur War the key turning point in international involvement in the Middle East in the years 1956–93? You may use the following in your answer: • the Yom Kippur War (1973) • the Oslo Peace Accords (1993). 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

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Indicative content

Relevant points that indicate the turning point may include:

- The USSR threatened to send troops in to help Egypt in the Yom Kippur War unless there was peace. This was the first time this sort of involvement was suggested and the USA went on nuclear alert
- The Arabs used oil as a threat to the USA, which helped the USA put pressure on Israel to stop fighting and in the aftermath of the war to consider its support for Israel
- The oil embargo on the USA during the war encouraged the USA to involve itself in efforts to create long-term peace using the shuttle diplomacy of Henry Kissinger
- The superpowers had accepted peace should be a goal and did not veto UN resolution 242 after the Six Day War, but the Yom Kippur War made the USA actively pursue a path to peace as its interests had been directly affected.

Relevant points that suggest limited significance as a turning point may include:

- The Suez Crisis of 1956 saw a change in international involvement, with Britain and France sidelined. The USSR was now more involved due to providing arms to Egypt and the USA introduced the Eisenhower Doctrine
- The Camp David Agreements were more significant in the peace process with Sadat and Begin agreeing to recognise each other's right to live in peace. The USA encouraged and hosted these talks. Egypt remained at peace with Israel
- Despite the peace efforts initiated after the war by the USA, peace did not occur and during the 1980s and 1990s violence intensified
- The end of the Cold War led to a change in the dynamic in the Middle East with the Peace Accords in Oslo being signed in 1993.

Question	
B7 (a)	Explain **TWO** ways in which the recommendations of the Peel Commission (1937) were similar to the proposals in the UN partition plan (1947). **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

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

Indicative content

Relevant points may include:

- A similarity was the way Jerusalem was dealt with. In both cases, control of Jerusalem was taken away from both Arabs and Jews. The Peel Commission gave it special status as a mandate and the UN partition plan made it an international zone
- A similarity was the reactions they provoked. After the Peel Commission, the Arab revolt occurred and the UN partition plan was seen as unfair and violence broke out.

Question	
B7 (b)	Explain **TWO** causes of the increase in Jewish immigration into Palestine in the years 1917–46. **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

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

Indicative content:

Relevant points may include:

- The Balfour Declaration said that the British would look favourably on Zionist plans to establish a home for Jews in Palestine, thus encouraging migration
- The Jewish Agency encouraged immigration by helping with practical support for new immigrants, such as buying land and schooling
- Many German Jews began moving to Palestine to escape from Nazism and Hitler's anti-Semitic policies. This increased significantly as a consequence of the Holocaust and the defeat of Germany.

Question	
B7 (c) (i)	How significant was the involvement of the USSR in the changing relationships between Israel and Egypt in the years 1956–78? You may use the following in your answer: • the Suez Crisis (1956) • the War of Yom Kippur (1973). 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

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Indicative content

Relevant points that suggest that it was significant may include:

- The USSR provided fighter planes and military advisers to Egypt in the 1950s and helped to finance the Aswan Dam and supported Egypt in the Suez Crisis. Its involvement gave Egypt a powerful backer
- The USSR told Nasser that Israel was massing troops on the Syrian border in May 1967, which led to Nasser taking a strong stance and closing the Straits of Tiran. His actions led to Israel beginning the Six Day War
- In return for setting up an air defence system, the USSR was allowed to keep military bases in Egypt after the Six Day War, which led to heightened tension and an increase in American support for Israel
- The USSR and the USA both put pressure on their allies to accept an end to the War of Yom Kippur, as they feared a wider escalation of the conflict.

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

- The USA had a large influence on Israel. The financial and military backing of the USA leading up to the Six Day War encouraged Israel to take action over the Straits of Tiran
- After the War of Yom Kippur, the Arab nations realised that they could use oil as a weapon against the West, rather than the threat of Soviet involvement, which put pressure on the West to encourage Israel to enter peace talks
- The leaders of Israel and Egypt played a central role in the changing relationships, with Sadat and Begin beginning peace talks in the 1970s
- In the 1970s the USA had a greater influence on trying to promote peace in the Middle East, using shuttle diplomacy and in the Camp David Agreements.

Question	
B7 (c) (ii)	How significant was Arafat in the search for peace in the Middle East 1973–2012? You may use the following in your answer: • the Camp David Agreements • the Oslo Accords. 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

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Indicative content

Relevant points that suggest that it was significant may include:

- Arafat made a key speech to the UN in 1974, which led to the PLO having observer status, thus enabling it to contribute to discussions about the future of Palestine
- Arafat's speech to the UN in December 1988 saw him renounce terrorism and call for negotiations with Israel. This led to the USA putting pressure on Israel to open negotiations for peace, though they resisted this
- Arafat took a key role in the Oslo Accords and the search for peace. The immediate consequences of the agreements led to him becoming president
- Arafat realised he needed to negotiate for peace with Israel after losing the support of the USSR at the end of the Cold War.

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

- The USA took a major role in trying to bring peace to the region in the 1970s with shuttle diplomacy, leading to the Camp David Agreements and the Treaty of Washington
- Arafat damaged his reputation by supporting Saddam Hussein in the First Gulf War, thus lowering his bargaining power with Israel
- The end of the Cold War allowed the USA and the USSR to more actively sponsor peace talks for the region, which led to the Oslo Accords of 1993 and 1995
- Arafat was unable to stop terrorist attacks on Israel after Oslo, and the peace process ground to a halt. His failure to control more extreme groups weakened his position.

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

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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

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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

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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.

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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.

Question	
B7 (a)	Explain **TWO** ways in which the Oslo Peace Accords (1993) were similar to the Roadmap for Peace (2003). **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).

Marking instructions

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

Indicative content

Relevant points may include:

- A similarity was the attempt to end violence. In the Oslo Accords the PLO had to renounce violence. In the Roadmap for Peace Palestinians had to end all violence and hand over weapons
- A similarity was the requirement for Israel to withdraw from areas it had occupied. In the Oslo Accords it was to withdraw from parts of the West Bank and Gaza. In the Roadmap for Peace Israel had to limit its control in occupied areas.

Question	
B7 (b)	(b) Explain TWO causes of Israeli success in the Six-Day War (1967). **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

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

Indicative content:

Relevant points may include:

- A reason was Israel had a superior military force with more technically-advanced equipment, particularly air power, which put them in a stronger position to win
- A reason was the destruction of the enemy aircraft on the first day, giving the Israelis control of the air, which was vital in the land war
- A reason was the lack of preparation amongst Arab States. They had no coordinated plan of campaign and were over-confident. There was a lack of unity.

Question	
B7 (c) (i)	How far was terrorism responsible for change in the Middle East in the years 1917-56? You may use the following in your answer: • the Balfour Declaration (1917) • the King David Hotel (1946). 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

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Indicative content

Relevant points which support the given factor may include:

- Terrorism during the Arab Revolt in the 1930s encouraged the British to review the situation in Palestine, leading to the Peel Commission. Britain now recognised that the mandate would be unable to succeed and partition was necessary
- The bombing of the King David Hotel caused outrage and the increased security necessary made the mandate increasingly expensive to run, turning public opinion against it
- Raids by the Fedayeen on Israel built up tension by causing Israeli reprisals, e.g. in August 1955 a Fedayeen raid, followed by Israeli reprisals, led to Nasser publishing his Czech arms deal and blocking the Straits of Tiran.

Relevant points which challenge the given factor may include:

- The Balfour Declaration of 1917 set out British support for a state of Israel giving the Jews in Palestine, and throughout the world, hope. This led to increased Jewish immigration into Palestine
- Rising Jewish immigration in the 1930s created the need for a change in strategy by the British due to the conflict this was creating with the Arabs
- The Second World War, and the economic pressure it put on the British, led to the mandate being given up and the UN developing the Partition Plan
- Events such as the turning away of the Exodus increased sympathy for a Jewish homeland. The pressure applied by the USA to Britain to find a solution to the crisis encouraged Britain to give up the mandate
- It was the selfish interests of Britain and France that led to the Suez Crisis and the international involvement that followed it.

Question	
B7 (c) (ii)	How far was war responsible for changing relations between Israel and its neighbours in the years 1948-78? You may use the following in your answer: • the first Arab-Israeli War (1948-9) • Shuttle Diplomacy (1973-75). 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.

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Indicative content

Relevant points which support the given factor may include:

- The First Arab-Israeli War led to the displacement of thousands of Arabs and the creation of refugee camps. Fedayeen attacks from these camps created tension with Israel and its neighbours
- The outcome of the Suez Crisis changed the relations by bringing the USA and USSR into the conflict
- The Yom Kippur War led to a growing awareness of the need to create peace between Israel and Egypt, leading to the Shuttle Diplomacy of the USA.

Relevant points which challenge the given factor may include:

- It was the creation of the State of Israel in 1948 that led to Israel's Arab neighbours declaring war in 1948
- Nasser's ambitious Arab Nationalism armed Egypt, which contributed to the outbreak of war with Israel in 1956
- The Cold War exacerbated tensions between Israel and Egypt, as the USA and the USSR provided support for their allies
- Terrorism, such as Fatah raids, led to Israeli reprisals that soured relations
- The crisis over oil after the Yom Kippur War caused the USA to begin the Shuttle Diplomacy that led to peace negotiations between Israel and Egypt.

Question	
B7 (a)	Explain **TWO** ways in which the Israeli reaction to the first Intifada (1987-93) was similar to the Israeli reaction to the second Intifada (2000). **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

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

Indicative content

Relevant points may include:

- A similarity was the control on the movement of Palestinians. In both Intifadas the Israelis imposed strict curfews
- A similarity was the use of force against the Palestinians. In both Intifadas the Israelis used military force to end the uprisings.

Question	
B7 (b)	Explain **TWO** causes of the success in reaching agreement at Camp David in 1978. **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

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

Indicative content:

Relevant points may include:

- A reason was both Sadat and Begin needed US aid, so were willing to accept the invitation from Carter to meet at Camp David and come to an agreement
- A reason was the role of Carter who began by acting as a go-between but, by creating an informal atmosphere, encouraged Begin and Sadat to talk face-to-face
- A reason was both Egypt and Israel got what they wanted. Egypt got the peace and money it needed to rebuild, and Israel could focus its attention on its border with Lebanon.

Question	
B7 (c) (i)	How significant was terrorism in bringing about change to the Middle East in the years 1917-73? You may use the following in your answer: • the Balfour Declaration (1917) • the Munich Olympics (1972). 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

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Indicative content

Relevant points which suggest it was significant may include:

- Arab terrorism of the 1930s helped lead to the Peel Commission, which set the precedent for two states
- The 1946 bombing of the King David Hotel caused outrage and enhanced the pressure on the British government to leave Palestine
- The actions of the Fedayeen in the 1950s provoked the Israelis into reprisals, which ramped up the tension between Egypt and Israel
- The Munich Olympics attack refocused world attention on the problems of Palestine. International pressure to find a solution began to increase.

Relevant points which suggest it was not significant / other issues were more significant may include:

- The Balfour Declaration gave hope to Jews for a homeland, and encouraged Jewish immigration
- The Holocaust showed the need for a Jewish homeland, and created the international sympathy needed to create it
- The decision of the UN to partition Palestine created the new state of Israel in 1948
- The Suez Crisis led to a decline in influence of the British and French and the increasing influence of the USA and the USSR in the Middle East.

Question	

B7 (c) (ii)	How far was war responsible for change in the Middle East in the years 1948-73? You may use the following in your answer: • the First Arab-Israeli War (1948-49) • the Yom Kippur War (1973). 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.

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Indicative content

Relevant points that suggest it was responsible may include:

- The First Arab-Israeli War led to the enlargement of Israel
- The First Arab-Israeli War led to the displacement of thousands of Palestinians into refugee camps, which became training grounds for terrorists who then attacked Israel
- The Suez Crisis changed international involvement by bringing the USA and USSR into the Middle East conflict
- The Six-Day War of 1967 led to huge areas of land being taken by Israel, further pressurising the relationships between Israel and its neighbours
- The Yom Kippur War led to the USA becoming more involved in bringing peace to the Middle East.

Relevant points which suggest that other factors were responsible may include:

- The involvement of the USA and the USSR after the Suez Crisis provided greater military and financial aid for both sides
- Terrorist actions of the early 1970s led to international opinion refocusing on the need to ensure peace in the region
- The stopping of oil sales to the USA by the Arab states after the Yom Kippur War changed the mindset of the USA and led to less open support for Israel.

Question	
B7 (a)	Explain **TWO** ways in which the role of Arafat in the 1970s was different from his role in the 1990s. **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).

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

Indicative content

Relevant points may include:

- A difference was the strength of Arafat's leadership. In the 1970s, as the leader of the PLO, he was the undisputed spokesman of the Palestinians. In the 1990s, his leadership was challenged by new Palestinian groups such as Hamas
- A difference was Arafat's attitude towards Israel. In the 1970s, he was driven by a desire to destroy Israel. By the 1990s he had realised this was unachievable and focused instead on trying to secure peace.

Question	
B7 (b)	Explain **TWO** causes of the Gaza War (2008-09). **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).

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

Indicative content:

Relevant points may include:

- A reason was Hamas firing Qassam rockets on Israel, causing retaliation in the form of Operation Cast Lead
- A reason was the failure of Israel to destroy Hezbollah in Lebanon. Israel needed to make a show of strength to prove it was still a powerful military force
- The Israelis were worried that, when Obama took over as US president in 2009, he would not lend them as much support as President Bush had, so if Israel was going to attack Gaza it had to be before January 2009.

Question	
B7 (c) (i)	How significant was the Balfour Declaration in bringing about change in the Middle East in the years 1917-56? You may use the following in your answer: • the Balfour Declaration (1917) • the Suez Crisis (1956). 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.

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Indicative content

Relevant points which suggest it was significant may include:

- The Balfour Declaration led to change by encouraging increased Jewish immigration to Palestine
- The Balfour Declaration upset Arabs who had been given hope by the McMahon-Hussein agreement. The Declaration laid the foundations for Arab uprisings
- The Balfour Declaration helped to establish the terms of the mandate that was given to Britain at the end of the Second World War. This caused dismay to the Arabs.

Relevant points which suggest it was not significant / other issues were more significant may include:

- The Arab uprisings of the 1920s and 30s put pressure on the British who introduced the Peel Commission to investigate the competing claims to Palestine
- The Peel Commission was rejected by the Arabs and led to the Arab Revolt of 1936
- The Second World War, and the economic pressure it put on the British, led to the mandate being given up and the UN developing the Partition Plan
- The Holocaust led to an increased need to provide a homeland for the Jews
- The Suez Crisis brought change as it led to increased involvement of the USA and the USSR in the region and the decline in influence of the UK and France.

Question	
B7 (a)	Explain **TWO** ways in which the terms of the Balfour Declaration were different from the terms of the Peel Commission report. **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).

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

Indicative content

Relevant points may include:

- A difference was the perceived ability of Arabs and Jews to live together. The Balfour Declaration accepted the right of Jews to have a homeland that included Arabs. The Peel Commission report recognised that the two communities could not live together
- A difference was that the Balfour Declaration was written to express sympathy for the idea of a Jewish homeland, whereas the Peel Commission report was designed to provide a solution to the problems between Arabs and Jews.

Question	
B7 (b)	Explain **TWO** causes of the second Intifada (2000). **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

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

Indicative content:

Relevant points may include:

- The failure of the Oslo Accords led to a tense atmosphere between the Israelis and Palestinians. Both claimed that the other was breaking the terms of the agreement, which led to the tension that saw the outbreak of the Intifada
- The newly-elected Netanyahu took a hard line towards the peace process and allowed further Jewish settlement, thus angering the Palestinians
- Ariel Sharon's provocative speech at Temple Mount in Jerusalem claimed Jerusalem was Jewish and would be part of Israel. This triggered an angry Palestinian reaction and the start of the second Intifada.

Question	
B7 (c) (i)	How far was the Suez Crisis the key turning point for international involvement in the Middle East in the years 1946-83? 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

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Indicative content

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

- The actions of the British and French during the crisis led to international condemnation and the loss of their influence with other Middle Eastern countries
- The USSR became a firm ally of Egypt as a consequence of the crisis and increased Soviet involvement and influence in the region as a consequence
- The USA had forced Britain and France to back down and, as a result of their actions, had become the most important Western power in the region
- As the USA and the USSR became more important in the region, they used their influence to further the Cold War.

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

- The handing over of the mandate to the UN by the British led to a decline in their importance in the region
- The warnings of the USSR before the Six-Day War encouraged the Egyptians to provoke the Israelis into war in a way that had not previously occurred
- Kissinger's Shuttle Diplomacy had a huge impact in helping to bring about peace between Israel and Egypt after years of war
- The Camp David Agreements ushered in a period of peace between Israel and Egypt, with Egypt removing itself from the conflict.

Question	
B7 (c) (ii)	How significant was Kissinger's Shuttle Diplomacy in improving the chances for peace in the Middle East in the years 1967-93? You may use the following in your answer: • Kissinger's Shuttle Diplomacy (1973-75) • the Oslo Peace Accords (1993) 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

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Indicative content

Relevant points that it was significant may include:

- Shuttle Diplomacy allowed Kissinger to be the intermediary between Israel, Egypt and Syria, thus allowing talks to begin
- Shuttle Diplomacy led to both Egypt and Israel agreeing to settle future disputes by talking rather than fighting
- Shuttle Diplomacy laid the foundations for the exchange visits that led to the Camp David Accords.

Relevant points that other factors were more significant may include:

- The oil crisis, that occurred as a consequence of the Yom Kippur War, forced the USA to be more active in the search for peace as their economy was directly impacted by conflict
- Arafat's speech to the UN in 1974 led to the PLO being given observer status at the UN, which raised their profile and the significance of the issues facing Palestinians
- The Camp David Accords led to both Israel and Egypt recognising each other's right to live in peace, thus ending the conflict between the two states
- The PLO's recognition of Israel's right to exist, and the adoption of a peaceful two-state solution, laid the groundwork for further negotiations
- The Oslo Peace Accords of 1993 were seen as a breakthrough, with much optimism that there could be peace.

Question	
B7 (a)	Explain **TWO** ways in which Jewish immigration into Palestine, in the years 1922-36, was different from Jewish immigration into Israel in the years 1948-52. **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

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

Indicative content

Relevant points may include:

- A difference was the amount of immigration. In the years 1948-52, c. 750 000 Jews moved to Israel, whereas c. 250 000 Jewish immigrants arrived in 1922-36
- A difference was who authorised the immigration. From 1950, the Law of Return, passed by the Israeli Knesset, encouraged immigration, whereas from 1922-36, immigration was encouraged by the mandate set up by the League of Nations.

Question	
B7 (b)	Explain **TWO** causes of opposition to the Oslo Peace Accords. **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

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

Indicative content:

Relevant points may include:

- A reason was the amount of the West Bank that remained in Israeli hands. This caused opposition amongst Palestinians
- A reason was the difficulties experienced by Palestinians in moving between towns and villages due to Israeli roadblocks
- A reason was Netanyahu believed the accords were incompatible with Israel's right to security.

Question	
B7 (c) (i)	How far did the approach to solving disputes about ownership of land in the Middle East change in the years 1917-49? You may use the following in your answer: • the Balfour Declaration (1917) • the UN partition plan (1947). 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.

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Indicative content

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

- Attempts to solve disputed territorial claims changed as the pressures of increased Jewish migration to Palestine required the setting up of the Peel Commission in 1937
- Change occurred in 1948 when Israel became a state and attempts to solve the issue of disputed territories led to war breaking out
- There was change to the amount of land distributed to Arabs and Jews between each of the official attempts to resolve the issue. The Peel Commission suggested a more equal share of the territories than the UN Partition Plan
- There was change in the urgency of the need to solve the disputed territories after the Second World War, following the Holocaust and the international outrage this caused
- There was change in the way the UN Partition Plan imposed change, rather than being a negotiated suggestion about how to deal with the lands.

Relevant points that change was limited may include the following:

- There was continuity in the contradictions inherent in international attempts to deal with the territorial claims. The Balfour Declaration was unclear, as were the terms of the mandate given to the UK
- Continuity can be seen in the way in which the issue of Jerusalem was maintained as an international zone
- Continuity can be seen in the aim to achieve a Jewish homeland in Palestine, which was originally stated in the mandate.

Question	
B7 (c) (ii)	(i) How far did relations between Israel and its neighbours change in the years 1956-83? You may use the following in your answer: • Suez Crisis (1956) • conflict in Lebanon (1982-83). 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.

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Indicative content

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

- There was change during the Suez crisis as Israeli attacks were aimed against Egypt rather than against its other Arab neighbours
- Change can be seen in the decreasing hostility between Israel and Egypt after the Camp David Accords of 1977
- Change can be seen as the focus of Israelis moved to Lebanon following the relocation of the PLO there after being expelled from Jordan
- Change can be seen in the exchange visits made by Israeli and Egyptian leaders in 1977.

Relevant points that change was limited may include the following:

- There was continuity in Israeli actions against its neighbours in 1956, with the invasion during the Suez Crisis, the 1967 pre-emptive strikes and the involvement in the conflict in Lebanon in 1982.
- There was continuity in the military success that Israel achieved against its neighbours during this period and the resentment this led to amongst its neighbours
- There was continuity in that, in most conflicts during this period, Israel was able to make territorial gains at the expense of its Arab neighbours
- There was continuity in that Israel was constantly defending its right to exist against its neighbours.

Question	
B7 (a)	Explain **TWO** ways in which the war in Lebanon (1982-83) was similar to the Gaza War (2008-90). **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).

Marking instructions

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

Indicative content

Relevant points may include:

- A similarity was the motivation of Israel. In both wars, Israel believed it was acting to defend itself from attacks: by the PLO in the Lebanon conflict and Hamas in the Gaza conflict
- A similarity was the impact the conflicts had on Israel's reputation. In the war in Lebanon, publicity was negative due to the deaths of many civilians. Similarly, in Gaza, the high numbers of Palestinian casualties led to accusations of excessive force.

Question	
B7 (b)	Explain **TWO** causes of the success of Shuttle Diplomacy in the years 1973-75. **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).

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

Indicative content:

Relevant points may include:

- A cause was Israel was so dependent on US aid, so it was easier for Kissinger to put pressure on it to negotiate
- A cause was the need for Egypt to reopen the Suez Canal in order to start receiving much needed revenue, which made it willing to enter into peace talks
- A cause was the USA was determined to negotiate peace as it was suffering as a result of the oil embargo imposed by OPEC. Kissinger was therefore willing to act as a go-between.

Question	
B7 (c) (i)	How far did terrorism in the Middle East conflict change in the years 1917-56? You may use the following in your answer: • Irgun • the Fedayeen. 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.

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Indicative content

Relevant points that suggest change may include:

- The target of terrorist activities changed from being the removal of the British to attacks on the new state of Israel after 1949
- The bombing of the King David Hotel by Irgun contributed to the Israelis achieving their aim of an independent state, whereas subsequent Arab terrorist actions, such as the actions of the Fedayeen, did not lead to Arab aims being fulfilled
- The scale of terrorism increased after the War of 1948-49 and the creation of the Fedayeen
- After the war of 1948-49, terrorist raids by the Fedayeen originated from the Palestinian refugee camps in the Arab states around Israel.

Relevant points that change was limited may include:

- The impact of terrorist acts continued to lead to reprisals. Reprisals led to greater tension and encouraged war, e.g. the actions of the British in response to the Arab Strike of 1936 and Israel's reaction to Fedayeen attacks from the refugee camps
- The target of terrorist activities remained inside Palestine and Israel
- The purpose of Arab terrorist activity remained focused on regaining Palestine for Arabs
- Terrorist activities continued to cause loss of life and damage to infrastructure.

Question	
B7 (c) (ii)	How far was the War of 1948-49 the key turning point in relations between the Arab nations and their Jewish neighbours in the years 1946-73? You may use the following in your answer: • first Arab-Israeli War (1948-49) • the Six-Day War (1967). 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.

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Indicative content

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

- The war was a victory for Israel, which led to great confidence and the determination of Israel to defend itself strongly against attacks from its neighbours
- The war created at least 700 000 Palestinian refugees who were settled in camps in surrounding states. The existence of these refugees created problems for Israel in future years
- Israeli reprisals against attacks by the Fedayeen led to further problems with neighbouring countries
- Israel's victory in the war led to the Arab League boycotting trade with Israel and its trading partners.

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

- The war was a consequence of the UN Partition Plan, which had divided Palestine. This Plan was not accepted by Arab nations and so set the tone for difficult relations between Israel and its neighbours
- Nasser's accession to power in Egypt led to a much more determined stance against Israel, with his focus on Arab nationalism
- The Suez Crisis of 1956 led to greater involvement of the Superpowers in the Middle East. This led to greater funding for arms and greater polarisation of Israel and her neighbours
- The Six-Day War led to Israel enlarging its territory by 350% and to the creation of the occupied territories, which provided a buffer zone of protection between Israel and her neighbours.

Question	
B7 (a)	Explain **TWO** ways in which the position of the PLO in the war in Lebanon (1982-83) was different from the position of the PLO after the first Intifada. **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).

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

Indicative content

Relevant points may include:

- A difference was the attitude of the PLO towards Israel. After the war in Lebanon, the PLO were still committed to destroying Israel, but after the first Intifada, the PLO began to accept the existence of Israel
- A difference was the status of the PLO. After the war in Lebanon, the PLO were still the main representative body of the Palestinians, whereas after the first Intifada their significance was being challenged by groups such as Hamas.

Question	
B7 (b)	Explain **TWO** causes of clashes between Jews and Palestinians in the 1930s. **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).

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

Indicative content:

Relevant points may include:

- A cause was the rise in Jewish immigration into Palestine. This led to less land being available for Palestinians
- A cause was the differences in outlook between the Palestinians and the Jews. They had little common ground, and differed in many ways, including their plans for the future of Palestine
- A cause was the Peel Commission, which suggested a division of Palestine that gave the most fertile land to the Jews. This angered the Palestinians.

Question	
B7 (c) (i)	How far was the UN Partition Plan (1947) the key turning point in international involvement in the Middle East in the years 1947-78? You may use the following in your answer: • the UN Partition Plan (1947) • the Camp David Accords (1978). 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.

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Indicative content

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

- The Partition Plan saw the end of the British mandate in Palestine and the removal of British troops from the region
- The Partition Plan was the work of the UN and was the first time that an international organisation decided the future of Palestine
- The Partition Plan created the state of Israel, which led to the outbreak of war in 1948. The consequences of this war meant the UN had to involve itself in providing aid for Palestinian refugees

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

- The Camp David Accords, brokered by the USA, led to peace between Egypt and Israel
- The Suez Crisis changed the nature of international involvement in the Middle East as Britain and France lost their influence in the region, whilst the USA and the USSR became more significant
- The Yom Kippur War raised tensions between the USA and the USSR, almost leading to the possibility of them going to war with each other
- After the war of Yom Kippur, the USA decided peace was necessary due to the impact on their economy of the oil embargo
- The appearance of Arafat at the UN allowed the PLO greater international standing by being given 'observer status' at the UN.

Question	
B7 (c) (ii)	How far were the Oslo Peace Accords (1993) the key turning point in the search for peace in the Middle East in the years 1988-2012? You may use the following in your answer: • Oslo Peace Accords (1993) • the Roadmap for Peace (2003) 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.

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Indicative content

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

- The Oslo Peace Accords were a key turning point as the PLO accepted, for the first time, the right of Israel to exist and renounced violence
- The Oslo Accords led to the setting up of the PNA to run Gaza and the West Bank
- For the first time, there was a clear future plan set out. There was an expectation that further negotiations would continue on difficult issues.

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

- The Oslo Accords lacked significance as they failed due to a lack of good will and trust
- The Roadmap for Peace was a turning point as it laid out a formal path for expectations and further developments
- The Roadmap led to some Israeli settlements being dismantled in Gaza, which was a significant step
- Arafat's 1988 speech to the UN renouncing terrorism led to the USA negotiating with the PLO and putting pressure on Israel to negotiate with the PLO. This marked a significant change in direction
- The end of the Cold War saw the international situation change and was a key turning point. The USSR stopped funding the PLO and the USA no longer felt the need to unconditionally support Israel and pressured them to negotiate.

Question	
B7 (a)	Explain **TWO** ways in which the role of Nasser in the Middle East conflict was similar to the role of Sadat in the Middle East conflict. **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

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

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

Indicative content

Relevant points may include:

- A similarity was that both Nasser and Sadat were criticised for not doing enough to help the Palestinians. Nasser was accused of this in 1967 and Sadat in 1978 after the Camp David Accords
- A similarity was the inability of both leaders to achieve success in war against Israel.

Question	
B7 (b)	Explain **TWO** causes of US involvement in the attempts to achieve peace between Israel and the Palestinians in the years 1987-2012. **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

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

Indicative content:

Relevant points may include:

- A cause was several million Jews lived in the USA and many expressed support for Israel
- A cause was the need for the USA to have an ally in the Middle East during the Cold War
- A cause was the ambitions of Bill Clinton who spent a great deal of time and energy trying to create the right environment for peace.

Question	
B7 (c) (i)	How far was the bombing of the King David Hotel the most significant factor in bringing about change in the Middle East in the years 1917-47? You may use the following in your answer: • Jewish immigration • the King David Hotel (1946). 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

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Indicative content

Relevant points that suggest it was significant may include:

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

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

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

Question	
B7 (c) (ii)	How far was terrorism responsible for change in the Middle East in the years 1946-73? You may use the following in your answer: • King David Hotel (1946) • Munich Olympics (1972). 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

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

Indicative content

Relevant points that it was significant may include:

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

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

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

Question	
B7 (a)	Explain **TWO** ways in which the aims of the British in Palestine in 1917 were different from the aims of the British in Palestine in 1946. **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

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

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

Indicative content

Relevant points may include:

- A difference was in 1917 Britain wanted to win the support of the Jewish community by saying they would look favourably on a Jewish homeland. In 1946, British aims were based around containing Jewish anti-British terror through repressive policies.
- A difference was in 1917 the British saw their role in Palestine as long term, particularly after the formal granting of the mandate in 1923. By the end of 1946, the decision had been made in London that British rule would end in 1947.

Question	
B7 (b)	Explain **TWO** causes of opposition to the 2003 Roadmap for Peace. **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

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

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

Indicative content:

Relevant points may include:

- A cause was Hamas' belief that Israel should not exist. It objected even to talking to Israel, which was necessary to take the Roadmap forward, and carried out terrorist attacks during 2003
- A cause was the attitude of Jewish settlers who believed they had the right to settle on the West Bank. They objected strongly to the freeze on settlement within the roadmap
- A cause was opposition within the Israeli government. The Israeli government accepted the roadmap only after stating 14 'reservations'. The Prime Minister of Palestine stated that these reservations were not acceptable to Palestinians.

Question	
B7 (c) (i)	How significant was the role of the UN in attempts to improve the chances for peace in the Middle East in the years 1947-75? You may use the following in your answer: • the UN partition plan (1947) • Kissinger's Shuttle Diplomacy (1973-75). 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 it was significant may include:

- The UN agreed on a partition plan in 1947 which set out the borders of the two new proposed states which was intended to stop the hostilities within Palestine. It drew up defined borders for the two new states
- Following the Suez Crisis, the UN sent peacekeepers to Sinai to help keep the peace. This helped prevent large-scale conflict for 10 years
- UN Resolution 242 attempted to solve the Arab-Israeli conflict with the 'Land for Peace' solution, which was agreed by both the USA and the USSR following the Six-Day War. This laid out a framework for negotiating peace.
- The UN gave Palestine observer status in recognition of the need to use diplomatic means to calm down tensions following the Yom Kippur War. This meant Palestinians had some representation in the international community.

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

- The UN Partition Plan was not accepted by Palestinians or Arab nations and, once the state of Israel was declared, the Arab nations invaded and the first Arab-Israeli war broke out
- UN Resolution 242 was rejected by Arab nations and Palestinians and did nothing to stop the tension after the Six-Day War
- The Yom Kippur war had impacts beyond the Middle East, which damaged economies in the USA and Europe. This led to the USA encouraging Israel to negotiate
- Kissinger's shuttle diplomacy encouraged Egypt and Israel to negotiate after the Yom Kippur War. There was some success in seeing the Suez Canal reopen.

Question	
B7 (c) (ii)	How far were the Camp David Agreements (1978) the key turning point in relations between Arabs and Jews in the years 1978-2000? You may use the following in your answer: • the Camp David Agreements (1978) • the Oslo Peace Accords (1993). 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

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Indicative content

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

- The Camp David Accords of 1978 saw peace between Egypt and Israel being agreed by both sides
- The Camp David Accords also saw deteriorating relations between Israel and Palestine as the needs of the Palestinians were not definitively addressed
- The Accords saw the Suez Canal and the Straits of Tiran being opened up to Israel again which improved relations between Egypt and Israel.

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

- The Camp David Accords did not bring a lasting change in relationships. There needed to be continual attempts to bring peace to the Middle East
- The war in Lebanon led to the creation of Hezbollah, which used guerrilla tactics to drive Israel out of Lebanon
- The First Intifada was a turning point as it led to a change of tactics. After the Intifada the PLO proposed a state solution, accepting the existence of Israel
- The Intifada led to a change of policy by Israel which had to consider an alternative to its military occupation of the West Bank and Gaza
- The Oslo Peace Accords were a turning point as there was a commitment made to set up a PNA, which would allow democratic elections in the West Bank and Gaza.

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

Question	
B7 (a)	Explain **TWO** ways in which the reasons for poor relations between Israel and her neighbours in 1945 were different from the reasons for poor relations between them in 1949, after the First Arab-Israeli 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

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

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

Indicative content

Relevant points may include:

- A difference was that in 1945, relations were poor because Israel was seeking a homeland, whereas in 1949, relations were poor because Israel's neighbours had failed to destroy the new state
- A difference was that in 1945, relations were poor because of the threat of the creation of Israel but after the First Arab-Israeli War, the focus of the dispute was the desire for Palestinian refugees to return to their land which Israel had captured.

Question	
B7 (b)	Explain **TWO** causes of the assassination of Yitzhak Rabin. **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 opposition to the decision by Rabin to hold talks with Yasser Arafat and the signing of the Israeli-Palestinian Declaration of Principles in 1993
- A cause was opposition to the decision by Rabin to cede parts of the West Bank to the Palestinians in the Oslo Accords. He was accused of being a traitor and giving away parts of 'Biblical Israel' to the Palestinians
- A cause was the existence of far-right extremist Jewish groups who would not accept any agreement with the Palestinians. A member of Eyal shot Rabin because the prime minister wanted 'to give our country to the Arabs'.

Question	
B7 (c) (i)	How far did British involvement in the Middle East change in the years 1917-56? You may use the following in your answer: • the Peel Commission (1936-37) • the Suez Canal (1956). 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:

- In 1917, British policy was to divide the Ottoman Empire between themselves and France, but a change came with the Balfour Declaration, which was seen as a promise by the British government to help set up a Jewish state
- A major change occurred after the bombing of the King David Hotel in 1946, as a result of which the British asked the UN to take back the mandate and find a solution to governing Palestine
- In 1948, after the UN came up with the Partition Plan, the British withdrew from Palestine. Britain no longer had a policy of stationing troops in Palestine
- There was a significant change of direction by the British in 1956 when they sent troops into Egypt to take over the Suez Canal after nationalisation by Nasser. This was a major change from the previous use of diplomacy.

Relevant points that suggest change was limited may include:

- Throughout the period, the constant British aim was to prevent the region from becoming an area of instability. This was seen in the Peel Commission that suggested partition to maintain peace, though this did not happen at that time
- A major ongoing aim of the British was to protect their economic interests. Of major importance was to ensure the Suez Canal remained open to British shipping, so as to trade with India
- A constant policy of the British was to try to take steps to solve the problem of competing land claims by introducing measures which seemed 'balanced'. So, at times, they restricted Jewish immigration but they also proposed partition
- Throughout the period, the British used military forces to stamp down hard on what they saw as insurrection e.g. the Arab Revolt and measures against Jewish radicals after the King David Hotel bombing.

Question	
B7 (c) (ii)	How far was Kissinger's Shuttle Diplomacy the most significant international intervention in the Middle East in the years 1967-95? You may use the following in your answer: • Kissinger's negotiations with Middle East states • the Oslo Peace Accords (1993-95). 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

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Indicative content

Relevant points that suggest Shuttle Diplomacy was the most significant intervention may include:

- Shuttle Diplomacy allowed Kissinger to be the intermediary between Israel, Egypt and Syria, thus allowing talks to begin, as the two 'sides' would not talk to each other
- Kissinger's negotiations led to both Egypt and Israel agreeing to pull back from the Suez Canal, allowing the UN to set up a demilitarised zone
- Kissinger's negotiations laid the foundations for the exchange visits between Sadat and Begin that led to the Camp David Accords
- Kissinger's negotiations showed the world that the USA was determined to bring about a settlement in the region and gave a belief on both sides that a permanent peace might be achieved.

Relevant points that suggest that Shuttle Diplomacy was not the most significant intervention may include:

- The suggestion to Israel that it take action to reopen the Straits of Tiran was taken by the Israelis as the green light for an attack on Arab countries. The Six Day War which ensued was responsible for enormous land gains by Israel
- In 1970, the Soviet Union began rearming Egypt and sent 20 000 troops to build missile bases. This increased tension between Egypt and Israel
- The Camp David Accords led to both Israel and Egypt recognising each other's states and right to live in peace. Israel withdrew from Sinai and Egypt allowed Israel to use the Suez Canal
- The Oslo Peace Accords of 1993-95 were seen as a breakthrough, with much optimism that there could be peace. It was agreed that there would be a five-year negotiating period in the hope that a permanent solution could be found.

Question	
B7 (a)	Explain **TWO** ways in which relations between Israelis and Palestinians before the Gaza War (2008-09) were different from relations between them after the 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

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

Indicative content

Relevant points may include:

- A difference was that the truce between Israel and Hamas in Gaza, which Egypt negotiated in the summer of 2008, became a thing of the past, as over 1000 Palestinians died in the war
- A difference was that relations between Israel and the Palestinians were worse than ever. Palestinian militants began launching rocket attacks on Israel, which in turn, launched air strikes on Gaza.

Question	
B7 (b)	Explain **TWO** causes of the setting up of the Peel Commission in 1936. **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

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

Indicative content:

Relevant points may include:

- A cause was the desire of the British to have a peaceful situation in Palestine. They had taken on the mandate after the First World War and did not want the region to be a constant source of difficulty
- A cause was the high level of discontent amongst the Arab population. The Arab strike in 1936 had involved a damaging boycott of British trade
- A cause was the issue of the increasing Jewish immigration into Palestine. By 1936, almost a quarter of Palestine's population was Jewish, and the British hoped Peel would come up with a solution that would provide a lasting agreement on their status.

Question	
B7 (c) (i)	How far was Nasser's nationalisation of the Suez Canal the key turning point in Israel's relationship with its neighbours in the years 1948-73? You may use the following in your answer: • the Suez Canal (1956) • the Munich Olympics. (1972). 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

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Indicative content

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

- The nationalisation had an impact because it gave Israel the opportunity to again demonstrate its military superiority over the Arab states. The military objectives which the Israelis had at the start of the fighting were achieved
- The nationalisation led to a long-term benefits for Egypt. It had control of the Suez Canal and the support of the Soviet Union which helped rebuild the army and provided finance for the Aswan dam. A stronger Egypt worried Israel
- The nationalisation brought about the Suez Crisis of 1956 that led to greater involvement of the Superpowers in the Middle East. This led to greater funding for arms and greater polarisation between Israel and her neighbours.

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

- The 1948-49 War was important because it demonstrated Israel's military strength. Israel was invaded by the armies of five Arab states but still emerged victorious and with significant gains, thus increasing Arab bitterness
- The 1948-49 War resulted in over 700 000 Palestinians becoming landless refugees and resulted in ongoing disputes between the Israelis and Arab states throughout the period
- The Six-Day War was a consequence of the UN Partition Plan, which had divided Palestine. This Plan was not accepted by Arab nations and so set the tone for difficult relations between Israel and its neighbours
- The massacre at the 1972 Olympics brought Palestine to the attention of the world and made the Great Powers determined to find a solution. In response, Israel launched Operation Wrath of God, which angered Arab nations.

Question	
B7 (c) (ii)	How far did international involvement in the Middle East change in the years 1973-2003? You may use the following in your answer: • Shuttle Diplomacy (1973-75) • the Roadmap for Peace (2003). 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

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Indicative content

Relevant points that suggest that international involvement changed may include:

- There was greater involvement of international powers as a consequence of Israel having begun full-scale production of nuclear weapons following the Six Day War and the threat this brought to world peace
- 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'. In recognition of Kissinger's work, OPEC began selling oil to the USA again in 1974
- The Camp David Accords showed increased USA involvement and led to both Israel and Egypt recognising each other's right to live in peace, thus ending the conflict between the two states in the Treaty of Washington
- The Oslo Peace Accords of 1993 were seen as a breakthrough, with much optimism that there could be peace. These were held as a result of the work of the Foreign Minister of Norway and were the first formal involvement of Norway
- In 2003, the European Union, the United Nations, the USA and Russia all backed the 'Roadmap for Peace'.

Relevant points that 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 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. Similarly, Soviet interest in the Middle East consistently involved trying to limit American influence.

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

Question	Mark scheme
B7 (a)	Explain **TWO** ways in which relations between Israelis and Palestinians before the second Intifada (2000-05) were different from relations between them after the second Intifada. **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

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

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

Indicative content

Relevant points may include the following:

- A difference was that the relations were much more strained. The violence used by Palestinians in the second Intifada created fear in Israeli society and increased distrust of the Palestinians
- A difference was that the Israelis adopted a more aggressive and pro-active stance towards the Palestinians after the second Intifada. They reoccupied six Palestinian cities and began building a security fence to keep Palestinians out.

Question	Mark scheme
B7 (b)	Explain **TWO** causes of the Israeli victory in the First Arab-Israeli War (1948-49). **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 following:

- A cause was the more effective tactics used by the Israelis. They co-ordinated their attacks and moved troops quickly from one part of Israel to another. The Arabs lacked a co-ordinated plan and a single leader to direct the war
- A cause was the experience of the Israeli soldiers. Many of them had fought in the British Army in the Second World War, or against it for Irgun. The Arabs lacked this experience
- A cause was the Arab countries' underestimation of the Israelis. At the beginning of the war Arab countries did not send their entire armies to fight, thinking victory was assured. Only later did they increase their forces.

Question	Mark scheme
B7 (c) (i)	How far did the policies of Britain in the Middle East change in the years 1917-47? You may use the following in your answer: • the League of Nations Mandate for Palestine (1922) • 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 that indicate that there was change may include the following:

- The Balfour Declaration was a change in policy as, before that, the Arabs in Palestine were given the impression that, in return for supporting Britain in the First World War, they would be given independence
- In 1939, the British decided that they needed Arab support to secure oil supplies during the increasingly likely war with Germany. The Peel proposals were shelved , suppression stopped and Jewish immigration limited
- After the post-war Labour government set strict limits on Jewish immigration, the British found themselves fighting Jewish terrorism by such groups as Irgun. In 1946, the King David Hotel was blown up, killing 91 people
- In 1947, public opinion at home, diplomatic pressure from the USA and failure to find a solution led to the British handing back the mandate to the United Nations.

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

- Throughout the period, the British aim was to establish an efficient administration in the area, which would result in the peaceful co-existence of Arabs and Jews
- From the time of the granting of the 1922 Mandate, Britain saw Palestine as an area which must submit to British control and in which it was not prepared to accept opposition, be it from the Arabs or the Jews
- A continuing factor through the period was the desire of the British to allow Jewish immigration into the area but to control it, so as to not allow the influx of Jewish settlers to cause a revolt amongst the Arabs.

Question	Mark scheme
B7 (c) (ii)	How far were the Camp David Agreements the key turning point in Arab-Israeli relations in the years 1967-93? You may use the following in your answer: • the Six-Day War (1967) • the Camp David Agreements (1978). 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

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

Indicative content

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

- Camp David was a highly symbolic event, showing the world there was a desire for peace in the Middle East. Begin and Sadat were awarded the 1978 Nobel Peace Prize as a result
- The Camp David Agreements ushered in a period of peace between Israel and Egypt, with Egypt removing itself from the conflict
- The Camp David Accords led to both Israel and Egypt recognising each other's right to live in peace, thus ending the conflict between the two states.

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

- The Agreements were flawed. There was no attempt to agree what the 'legitimate rights' of the Palestinians were. The Palestinians rejected the agreement and the Arab League expelled Sadat as a 'traitor'
- Kissinger's shuttle diplomacy had a huge impact in helping to bring about peace between Israel and Egypt after years of war. It led to Egypt and Israel agreeing to settle future disputes by talking rather than fighting
- The Six-Day War was a highly important event in that it led to substantial territorial gains for Israel, which became a source of conflict in future years. After the War, displaced Palestinians became a source of guerrilla and terrorist activity
- The Yom Kippur War emphasised the strength of Israel's military forces but also saw the beginning of the Arabs' use of the 'oil weapon' to persuade the West to intervene in their struggle against Israel
- The Oslo Peace Accords of 1993 were seen as a breakthrough, with much optimism that there could be peace. It was agreed that a permanent peace treaty would be signed after a five-year period of negotiations.

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

Question	Mark scheme
B7 (a)	Explain **TWO** ways in which Arab attitudes towards the British in Palestine before the Peel Commission (1936) were different from Arab attitudes towards the British after the Peel Commission. **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

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

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

Indicative content

Relevant points may include the following:

- A difference was that Arab suspicion of the British intensified. Many Arabs believed the British favoured the Jewish people in the region and resented Peel's suggestion that land should be given to them, particularly as it included the most fertile areas
- A difference was that the simmering resentment of the British turned to violence. The Arab Revolt of 1937-39 resulted in the deaths of 250 British soldiers.

Question	Mark scheme
B7 (b)	Explain **TWO** causes of the British withdrawal from Palestine in 1948. **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

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

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

Indicative content:

Relevant points may include the following:

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

Question	Mark scheme
B7 (c) (i)	How far was the Six-Day War (1967) the key turning point in Israel's relationship with its neighbours in the years 1948-73? You may use the following in your answer: • the Suez Canal (1956) • the Six-Day War (1967). 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 indicate that the Six Day War was the key turning point may include the following:

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

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

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

Question	Mark scheme
B7 (c) (ii)	How far were changes in the Middle East peace process, in the years 1973-2003, the result of US intervention? You may use the following in your answer: • Kissinger • the Oslo Peace Accords (1993). 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

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Indicative content

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

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

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

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

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

Question	Mark scheme
B6 (a)	Explain **TWO** ways in which Blitzkrieg in Europe (1939–40) was similar to warfare in the Arab-Israeli Six Day War (1967). **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

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

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

Indicative content

Relevant points may include:

- A similarity was the use of air power to destroy enemy airfields and planes. In 1939 German planes destroyed the Polish air force before it could get off the ground. On day one of the Six Day War, Israeli planes destroyed the Egyptian and Jordanian air forces
- A similarity was the use of land forces to follow up the air attacks. In France the German tanks stormed through the Ardennes. In the Six Day War Israeli tanks, supported by the air force, destroyed Egyptian forces in the Sinai.

Question	Mark scheme
B6 (b)	Explain **TWO** causes of Allied success against German U-boats in the Atlantic during the Second World 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

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

Indicative content:

Relevant points may include:

- The Allies were able to decode German radio messages due to the breaking of the Enigma code. This meant that the Allies knew in advance the locations of the German U-boat packs
- The Allied use of long range aircraft, such as the Liberator, gave much needed protection to the convoys. This meant the U-boats could be targeted more easily
- Convoy training improved and there were better escort vehicles available. The Hedgehog depth charges carried by the escort vehicles dropped clusters of bombs over a wide area making it easier to destroy a U-boat.

Question	Mark scheme
B6 (c) (i)	How far did guerrilla warfare change in the years 1936–88? You may use the following in your answer: • Spanish Civil War (1936–39) • Afghanistan (1979–88). 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

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Indicative content

Relevant points that suggest change may include the following:

- Guerrilla tactics had little impact on the outcome of the Spanish Civil War, but had significant impact on the outcomes of both the conflicts in Vietnam and Afghanistan
- The aims of the guerrilla fighters varied, with the Vietcong focusing on destroying the morale of soldiers and building supply lines, whereas the Mujahedeen wished to sabotage supply lines as well as attack soldiers
- The effects of guerrilla fighting were more widely felt over time. In Afghanistan where industrial production was disrupted, major roads destroyed and buildings blown up
- In the Spanish Civil War guerrilla tactics were used when the sides were evenly matched. In later examples such as Vietnam and Afghanistan the guerrillas were fighting against a much more powerful enemy, asymmetric warfare.

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

- In both cases guerrilla fighters blended in with civilians and it was difficult for the enemy to identify combatants
- Support was provided from powerful external governments, such as the USSR in the Spanish Civil War and the USA in Afghanistan
- Guerrilla warfare depended, in all cases, on a detailed knowledge of the local terrain in order to be successful
- The success of guerrilla tactics throughout the period depended on the cooperation of the local people.

Question	Mark scheme
B6 (c) (ii)	How far did developments in technology and communications change warfare in the years 1945–2011? You may use the following in your answer: • nuclear weapons • the use of drones. 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

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Indicative content

Relevant points that suggest change may include the following:

- The impact of new technology can be seen in the scale of destruction made possible by nuclear weapons. This led to asymmetric and guerrilla wars post-1945
- Technological change has led to the development of precision guided missiles becoming the main missiles used in modern warfare. This has led to greater manoeuvrability than the previous ballistic missiles
- A key change is the reduction in the number of soldiers on the battlefields due to technology such as drones (UAVs). Developments in micro-electronics have enabled drones to be used for reconnaissance, surveillance and raids, e.g. Iraq
- Technologies have developed to allow more consistent and secure communications on the battlefield through mobile phones and GPS, which allow greater intelligence gathering and coordination of tactics.

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

- Combined arms tactics continued to be used as a successful strategy in warfare such as in the Six Day War of 1967, the First Gulf War of 1991 and the invasion of Iraq in 2003
- Continuity is evident in that precision of bombing and the prospect of greater destructive power have led to lower civilian casualties
- Technological developments have not always led to success in warfare. The superior weapons of the Americans in Vietnam and the Russians in Afghanistan did not prove effective against guerrilla fighters
- Nuclear weapons have only been used twice and have been used to discourage war between nuclear nations. This has led to the continued use of conventional weapons.

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

Question	
B6 (a)	Explain **TWO** ways in which the arms race in the years 1945–60 was different from the arms race in the 1980s. **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

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

Indicative content

Relevant points may include:

- A difference was the idea of deterrent. MAD in the 1950s encouraged both sides to build up their weapons in order to act as a deterrent. In the 1980s, the SDI proposal would create an umbrella, which would prevent Russian missiles reaching their target
- A difference was the attitude towards nuclear weapons. Between 1945 and 1960 weapon stocks were built up, whereas in the 1980s several talks took place to limit the weapons that each side could have.

Question	

B6 (b)	Explain **TWO** causes of the use of unmanned land vehicles in Iraq and Afghanistan in the years 2003–11. **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

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

Indicative content:

Relevant points may include:

- A reason was to stop troops being killed. The opposing troops were not in uniform and the desert terrain in both countries and the mountains of Afghanistan were difficult, so conventional tactics were not effective
- Robots were used to do surveillance and bomb disposal, particularly to neutralise IEDs and roadside bombs
- UMLVs were introduced to attack enemy targets in hard-to-reach areas. In Afghanistan, tank-like vehicles were deployed in caves to search for booby traps and hidden weapons.

Question	

B6 (c) (i)	How significant was Blitzkrieg in developments in warfare on land in the years 1939–2000? You may use the following in your answer: • Blitzkrieg in the Second World War • guerrilla warfare in Vietnam. 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

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Indicative content

Relevant points that suggest that it was significant may include:

- Blitzkrieg tactics developed by the Germans allowed for fast advances, making warfare extremely mobile
- Blitzkrieg was important as it underlined the key role of effective communications
- Blitzkrieg tactics were also used effectively in the Six Day War, allowing the Israelis to gain a quick victory.

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

- Blitzkrieg was not always an effective tactic and it relied, for its success, on the terrain. This was evident in the German failures on the Eastern Front
- The nuclear arms race had a significant impact on land warfare with MAD leading to asymmetric warfare
- Asymmetric warfare led to guerrilla tactics having a great impact on the development of land warfare, causing defeat for the USA in Vietnam and the USSR in Afghanistan
- Troops on the ground were significantly impacted by the precision use of surface-to-surface missiles, e.g. in the Sinai in the War of Yom Kippur
- Deep warfare, as evident in the First Gulf War, did not just damage the front lines but was effective in destroying command and control centres, which damaged the ability of the troops to operate effectively.

Question	
B6 (c) (ii)	How significant were nuclear submarines in developments in sea warfare in the years 1939–2000? You may use the following in your answer: • aircraft carriers in the Pacific War (1941–45) • nuclear submarines. 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.

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Indicative content

Relevant points that suggest that it was significant may include:

- The development of nuclear submarines in the 1950s gave submarines the ability to attack both land and sea targets with a variety of weapons, e.g. the use of Tomahawk cruise missiles in the First Gulf War (1991)
- Nuclear submarines developed sea warfare because they could stay underwater indefinitely and had greater speed and stealth making them more difficult for the enemy to locate
- The Falklands showed the importance of nuclear submarines, e.g. the sinking of the Belgrano, which led to the Argentine fleet returning to port as it had no effective defence against submarine attack.

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

- Sea warfare was changed little in the period, despite the introduction of nuclear submarines. The sinking of the Belgrano in the Falklands was very similar to U-boat attacks in the Second World War
- Aircraft were very important in sea warfare and created the need for aircraft carrier development
- Aircraft carriers were used very effectively in the Pacific War (1941–45). In the Battle of Midway (1942), the Americans secured control of the sea after sinking three Japanese aircraft carriers and allowing the US to begin island hopping
- Aircraft carriers played a crucial role in the Falklands War (1982), protecting the landings of the British troops on the islands
- Supercarriers, which can displace 75,000 tonnes or more, have become the pinnacle of aircraft carrier development. Some are now powered by nuclear reactors, allowing greater range and time at sea.

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

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

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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

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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

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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 prevented 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

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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	
B6 (a)	(a) Explain **TWO** ways in which sea warfare in the Atlantic in the Second World War was different from sea warfare in the Falklands 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

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

Indicative content

Relevant points may include:

- A difference was the use of air cover. In the Atlantic, air cover was limited, whereas, in the Falklands War, aircraft carriers enabled the use of aircraft to protect the ships
- A difference was in the Atlantic after 1943 U-Boats could be targeted and destroyed, whereas, in the Falklands War, the Argentinian fleet had no effective defence against submarines, so retreated to shore.

Question	
B6 (b)	Explain **TWO** causes of the end of the nuclear arms race. **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

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

Indicative content:

Relevant points may include:

- A reason was the SDI proposed by the USA clearly gave the USA the balance of power.
- The USSR could not compete in terms of technology, thus encouraging the end of the arms race
- A reason was the USSR could not afford to develop weapons similar to SDI so were keen to take part in discussions with the USA on arms limitation

Question	
B6 (c) (i)	How far did guerrilla warfare change in the years 1965-2011? You may use the following in your answer: • the Vietnam War • 9/11. 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

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Indicative content

Relevant points that suggest there was a change may include:

- In the Vietnam War and Afghanistan, guerrilla attacks were mainly in the countryside, whereas Chechnya and 9/11 involved urban targets
- 9/11 was a totally different kind of guerrilla warfare, which saw attacks by terrorist groups on targets in a foreign country
- Terrorist attacks, such as 9/11, changed guerrilla strategy by increasing it in terms of scale and impact.

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

- Guerrilla warfare continued to be fought by less well-resourced groups against more powerful and well equipped states
- Guerrilla fighters continued to be successful in Vietnam, Afghanistan and Chechnya because of their knowledge of the local area against attackers who were less knowledgeable
- Guerrilla tactics continued to lead to the deaths of civilians, for example South Vietnamese peasants who didn't co-operate with the Vietcong, and the victims of the 9/11 attacks on the World trade Centre
- Tactics used by the Vietcong, Mujahedin and Chechen fighters continued to use relatively small-scale ambushes and attacks on groups of soldiers
- Throughout the period, guerrilla warfare was used as a way to expel foreign invaders, such as the USA in Vietnam, the USSR in Afghanistan and US and British troops in the insurgency following the invasion of Iraq.

Question	
B6 (c) (ii)	How far did land warfare change in the years 1967-2011? You may use the following in your answer: • Arab-Israeli conflicts • the first Gulf War. 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

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Indicative content

Relevant points that suggest that there was a change may include:

- Land warfare in the Middle East wars was smaller in scale than the Gulf Wars, where the military and economic infrastructure of Iraq was attacked
- The length of battles increased with the scale of the attacks. The Six-Day War and Yom Kippur War were brief, whereas the first Iraq War saw a month-long air bombardment before the land attack
- Terrorism as a method of land warfare developed with bigger targets
- High Tech weapons, such as UAVs, reduced the need for soldiers on the ground and allowed remote warfare in the 21st century.

Relevant points that suggest that change was limited may include:

- The combined use of tanks and air power continued to be significant in victory in the Middle East conflicts and both Gulf Wars
- Throughout the period, the use of high-tech weapons did not substantially reduce the dependence on conventional weapons as a means of defeating the enemy
- Asymmetric warfare remained the norm with more well–resourced powers, such as the USA and the USSR, fighting against smaller powers in Iraq and Afghanistan
- Guerrilla tactics remained significant in the Middle East, Afghanistan and Iraq.

B7: Conflict, crisis and change: The Middle East, 1919-2012

Question	
B6 (a)	Explain **TWO** ways in which land warfare in the Yom Kippur War was similar to land warfare in the First Gulf 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).

Marking instructions

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

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

Indicative content

Relevant points may include:

- A similarity was air support. In the Six Day War, the Israeli air force's destruction of the Arab air force allowed for a speedy land offensive. In the First Gulf War, an air offensive was used to destroy economic and military infrastructure
- A similarity was the speed of the tank attacks. In the Six Day War, the speed of the follow up to the air attack was vital and in the First Gulf War, the land battle was ended in 4 days.

Question	
B6 (b)	Explain **TWO** causes of British naval superiority in the Falklands 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

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

Indicative content:

Relevant points may include:

- A reason was the use of aircraft carriers for air cover to protect British troops as they landed on the islands
- A reason was the use of aircraft carriers serving as floating airfields, allowing Sea Harriers to take part in air strikes on Port Stanley
- A reason was the British use of submarines, which were very effective in naval conflict.

Question	

B6 (c) (i)	How significant was technology in changing the civilian experience of warfare in the years 1919-75? You may use the following in your answer: • Aerial bombardment of Shanghai in 1937 • Vietnam. 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

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Indicative content

Relevant points that suggest it was significant may include:

- The Italians used gas in Abyssinia, which not only killed 8000 people but also poisoned animals, water and the land
- The development of aircraft and explosives allowed aerial bombardments to be used in East Asia and the Spanish civil war with high numbers of civilian casualties resulting, e.g. Guernica, the first terror bombing
- The technological development that allowed planes to be faster, more mobile and have a wider range allowed Blitzkrieg tactics to be effective and have a significant impact on civilians
- The development of the atom bomb showed how destructive to civilians nuclear weapons were, killing tens of thousands of people with one bomb
- The development of atomic weapons caused greater fears amongst civilians about the potential damage of conflict, e.g. the Cuban Missile Crisis.

Relevant points that suggest that it was not significant / other issues were more significant may include:

- In the Second World War, civilian experience depended on geographical location with large areas of the UK, for example, being unaffected
- Strong ideological beliefs led to huge impacts on civilians, e.g. the Holocaust
- Guerrilla warfare tactics in Vietnam had a significant effect on civilians, disrupting daily life.

Question	

B6 (c) (ii)	How far was the Blitz the key turning point in aerial warfare in the years 1936-75? You may use the following in your answer: • the Blitz in the Second World War • nuclear missiles. 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

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Indicative content

Relevant points that suggest that it was a turning point may include:

- The Blitz showed the extent to which civilians could be targeted by enemy aircraft, causing mass damage
- The Blitz led to the need for governments to protect civilians through civil defence and military resistance
- The Blitz was a turning point in the use of night bombing to attack civilian targets.

Relevant points that suggest that it wasn't a turning point may include:

- The bombing of Abyssinia was seen to be the turning point in the use of aircraft for terror bombing as before this, planes were not used in this way
- The use of V2 rockets were the first examples of guided missiles being used in warfare against civilians
- The Battle of Britain showed the importance of radar technology in defending against aerial attacks
- The dropping of the atom bomb on Hiroshima caused the greatest amount of destruction of any aerial attack
- The deployment of intercontinental ballistic missiles from 1957 changed the nature of warfare by making mutually assured destruction possible.

B7: Conflict, crisis and change: The Middle East, 1919-2012

Question	
B6 (a)	(a) Explain **TWO** ways in which fighting in the First Gulf War was similar to fighting in the Second Gulf 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).

Marking instructions

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

Indicative content

Relevant points may include:

- A similarity was the use of air strikes. In the first Gulf War air strikes were used to destroy command and communication bases as well as military targets. In the Second Gulf War aerial bombardment was used to similarly destroy strategic targets
- A similarity was the use of land warfare to follow up the aerial attacks. In the First Gulf War this was very fast and spread across a wide area. In the Second Gulf War armoured vehicles followed up the air attacks.

Question	
B6 (b)	Explain **TWO** causes of the success of guerrilla warfare in Afghanistan. **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

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

Indicative content:

Relevant points may include:

- A reason was the support of the local people. The Mujahideen had thousands of bases to operate from, making it hard for Soviet troops to fight conventionally
- A reason was the use of hit and run tactics, attacking Soviet troops and supply lines and disappearing into the local countryside. It was difficult for conventional tactics to target the attackers
- A reason was the nature of the terrain in Afghanistan. It suited the guerrilla tactics of the Taliban and proved too challenging for conventionally-trained Western forces.

Question	
B6 (c) (i)	How significant was technology in changing warfare in the years 1919-45? You may use the following in your answer: • fighter and bomber planes • nuclear warfare. 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

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Indicative content

Relevant points that suggest technology was significant may include:

- The technological development that allowed planes to be faster, more mobile and have a wider range allowed blitz and Blitzkrieg tactics to be effective during the Spanish Civil War and the Second World War
- Code-breaking technology led to success in the Battle of the Atlantic in the Second World War, leading to a change in tactics
- The development of faster tanks led to the development of tactical changes, allowing Blitzkrieg to be successful in Europe
- Nuclear technology saw the introduction of the atomic bomb at the end of the Second World War
- The development of radar led to the detection of planes, e.g. in the Battle of Britain.

Relevant points that suggest that technology was not significant / other issues were more significant may include:

- New tactics, rather than technology in submarine warfare, made a greater difference in the Second World War with the use of wolf packs to attack British ships
- The shift in strategy during the Japanese attack on Nanjing, the Spanish Civil War, then the Second World War, saw it being acceptable to target civilians
- The increasing scale of land battles change the nature of warfare, which became more motorised, e.g. the widespread use of armoured vehicles in the vast plains of Russia.

Question	
B6 (c) (ii)	How significant were submarines in the development of sea warfare in the years 1939-82? You may use the following in your answer: • U-boat warfare in the Atlantic • the Falklands War (1982). 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

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Indicative content

Relevant points that suggest that submarines were significant may include:

- Submarines were significant in preventing supplies reaching the UK in the Battle of the Atlantic
- The development of nuclear submarines from 1952 allowed submarines to submerge for longer periods, forcing enemy ships to waste resources searching for them
- Nuclear submarines were armed with more powerful weapons, allowing a greater range
- The introduction of Tomahawk cruise missiles enabled much greater precision in the selection of strategic targets.

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

- Before the development of nuclear submarine, submarine warfare was restricted by the need for vessels to surface to recharge their power
- Aircraft carriers proved very effective in enabling fighter aircraft to be deployed in island warfare
- The development of larger, nuclear-powered aircraft carriers allowed for greater range in sea warfare
- Aircraft carriers were increasingly used to carry large number of land-based troops and equipment to distant theatres of war, e.g. the Falklands conflict.

B7: Conflict, crisis and change: The Middle East, 1919-2012

Question	
B6 (a)	Explain TWO ways in which air warfare the Six-Day War (1967) was different from air warfare in the Iraq War (2003). **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

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

Indicative content

Relevant points may include:

- A difference was the use of drones in the Iraq War, which were used to target Iraqi anti-aircraft bases, whereas, drones were not used in the Six-Day War
- A difference was the initial targets. During the Iraq War, initial air attacks targeted Iraqi leaders and intelligence bases, whereas in the Six-Day War, the target of air attacks were the airfields of the Egyptian, Syrian and Jordanian air forces.

Question	
B6(b)	Explain **TWO** causes of the success of guerrilla tactics in the Vietnam 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

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

Indicative content:

Relevant points may include:

- Guerrilla fighters in Vietnam were given support by the local peasants who considered the fighters to be protecting their interests
- Knowledge and understanding of the jungles of South Vietnam. The Vietcong had good knowledge and understanding of the terrain and the people, thus helping them to make life more difficult for the US soldiers
- The USA had less experience or knowledge of guerrilla/jungle warfare carried out by the Vietcong.

Question	
B6 (c) (i)	How far did land warfare change in the years 1919-45? You may use the following in your answer: • gas • Blitzkrieg. 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

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Indicative content

Relevant points that show change may include:

- The use of air support helped land warfare to become much swifter. By 1940, Hitler's blitzkrieg tactics showed the effectiveness of combined arms tactics
- In 1919, tanks were seen as being useful for close support of the infantry in battle but, by 1940, blitzkrieg tactics saw tanks being used as part of a rapid attack with the support of air power
- Technological developments in radio communications led to a big change in the effectiveness of land attacks, which relied on excellent co-ordination between air and land troops
- In 1919, heavy artillery was seen as being useful as a weapon of attack but, in the Second World War, it was used as a defensive weapon to protect harbours and coastal fortifications as the speed of warfare decreased its effectiveness
- The use of motorised vehicles such as motorbikes and jeeps became vital to the success of land battles, as can be seen with Blitzkrieg.

Relevant points that show change was limited may include:

- Gas continued to be used after the end of the First World War in places such as Abyssinia
- Change in the use of tanks was slow and the speed and power of tanks was not evident until the start of the Second World War, e.g. in the Spanish Civil war tanks were too few in number to make a significant difference
- The effectiveness of land warfare throughout the period depended on large numbers of soldiers on the ground.

Question	
B6 (c) (ii)	How significant were technological developments in changing the arms race in the years 1945-2000? You may use the following in your answer: • intercontinental ballistic missiles • arms limitation talks 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.

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Indicative content

Relevant points that they were significant may include:

- By 1953, both the USA and the USSR had the technology to develop a hydrogen bomb, which was 2500 times more powerful than the atomic bomb dropped on Hiroshima
- In 1957, technological development allowed for the development of the ICBM, which allowed nuclear warheads to be delivered by missiles from afar rather than by plane
- The development of Polaris allowed nuclear warheads to be delivered from the sea, giving greater range
- MIRVS were developed, which allowed multiple targeting from one launch

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

- The huge cost of nuclear developments and the arms race pushed both the USA and the USSR into arms reduction talks in the 1970s. This led to the SALT agreements
- The development of the idea of SDI, taking nuclear warfare into space, made it impossible for the USSR to keep up with the USA financially, so helping to end the arms race.
- The collapse of the Soviet Union in 1991 led to an ideological shift, which reduced the need for a nuclear arms race
- The INF Treaty (1987) abolished nuclear missiles that had ranges of 500 to 5500 km.

B7: The Middle East: Conflict, Crisis and Change, 1917-2012

Question	
B6 (a)	Explain **TWO** ways in which warfare in the Middle East in the years 1967-73 was different from warfare in the Middle East in the years 2000-11. **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

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

Indicative content

Relevant points may include:

- A difference was in the type of equipment used, e.g. unmanned ground vehicles were not used in the wars 1967-73, but were extensively used in 21st century Middle East conflicts
- A difference was in the tactics used, e.g. the use of Blitzkrieg tactics. The Israelis used these tactics to great success in the wars of 1967-73, whereas in 21st century Middle East wars these tactics were not employed.

Question	
B6 (b)	(b) Explain **TWO** causes of the importance of conventional warfare in the first Gulf War (1990-91). **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).

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

Indicative content:

Relevant points may include:

- A reason was the value of submarines to launch Tomahawk Cruise Missiles at strategic land targets inside Iraq
- A reason was the value of stealth aircraft which prevented the Iraqis from identifying coalition aircraft
- A reason was the value of infantry land forces, backed by tanks, to support the air offensive.

Question	
B6 (c) (i)	How significant were aircraft carriers in developments in sea warfare in the years 1930-75? You may use the following in your answer: • submarines • aircraft carriers. 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

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Indicative content

Relevant points that suggest they were significant may include:

- The war in the Pacific during the Second World War showed the importance of aircraft carriers to naval victories
- Aircraft carriers proved very effective in enabling fighter aircraft to be deployed in island warfare during the Second World War
- In the 1960s, the development of larger, nuclear-powered aircraft carriers allowed for greater range in sea warfare
- Aircraft carriers were increasingly used to carry large number of land-based troops and equipment to distant theatres of war.

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

- Battle cruisers and patrol boats played a significant support role in the early development of a Japanese empire in East Asia during the 1930s.
- Aircraft carriers were considered vulnerable to attack by other ships, aircraft, submarines, or missiles as they had limited fire power. This meant an aircraft carrier needed to be accompanied by other vessels to protect it
- Submarines were significant in preventing supplies reaching the UK in the Battle of the Atlantic
- The development of nuclear submarines from 1952 allowed submarines to submerge for longer periods, forcing enemy ships to waste resources searching for them.

Question	
B6 (c) (ii)	How significant was the Vietnam War in changing land warfare in the years 1945-2000? You may use the following in your answer: • atom bombs • the Vietnam War. 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.

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Indicative content

Relevant points that suggest it was significant may include:

- The Vietnam War demonstrated the importance of guerrilla warfare in asymmetric warfare, seeing Vietcong fighters able to resist more technologically advanced US troops
- Vietnam showed how effective guerrilla tactics were against inexperienced troops, regardless of their firepower
- Significance can be seen in the reduced support in the USA for types of land warfare involving use of chemicals in Vietnam. This was the result of media images following the deployment of napalm and Agent Orange
- The war in Afghanistan confirmed that despite greater firepower, guerrilla fighters were hard to overcome.

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

- The dropping of the atom bombs was more significant, as it made land warfare between two nuclear powers less likely
- The dropping of atomic bombs led to the development of asymmetric warfare
- The notion of MAD as a consequence of the nuclear age put nations off from engaging in land warfare
- Conventional land warfare tactics were still significant in ensuring victory, as can be seen in wars involving Israel.

B7: The Middle East: Conflict, Crisis and Change, 1917-2012

Question	
B6 (a)	Explain **TWO** ways in which the actions of civilian resistance movements in France in the Second World War were similar to guerrilla warfare in the Vietnam 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).

Marking instructions

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

Indicative content

Relevant points may include:

- The guerrilla fighters in Vietnam and the civilian resistance movements in France both carried out acts of sabotage to reduce their enemies' capabilities
- The Vietcong and civilian resistance movements in France both undermined the military planning and capabilities of the enemy through spying.

Question	
B6(b)	Explain **TWO** causes of the importance of aircraft carriers in the Pacific War in the years 1941-45. **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).

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

Indicative content:

Relevant points may include:

- A cause was that aircraft carriers allowed planes to take off and land from anywhere in the ocean thus increasing the range of attacks
- A cause was that aircraft carriers allowed planes to be launched from a distance to attack other warships, such as in the Battle of Midway in 1942
- A cause was that aircraft carriers enabled aircraft to provide air cover for successful amphibious landings, e.g. the Solomon Islands.

Question	
B6 (c) (i)	How far did aerial warfare change in the years 1939-2000? You may use the following in your answer: • the Battle of Britain • the first Gulf War. 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

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Indicative content

Relevant points that suggest there was a change may include:

- The way in which bombs were delivered to their targets changed. At the start of the Second World War, manned planes were used to drop bombs. Later in the Second World War and after, guided missiles were developed to deliver bombs remotely
- During the Vietnam War, Search and Destroy tactics were used, which showed the development of helicopters as a weapon of war
- Over time, there was greater use of surgical air strikes rather than the carpet-bombing tactics used during the Second World War
- Stealth bombers, avoiding radar detection, were first used in combat in 1989 and during the first Gulf War
- Although pilotless planes were used as bombs in the Second World War, the purpose of the planes changed to a reconnaissance role in the Gulf War.

Relevant points that show change was limited may include:

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

Question	
B6 (c) (ii)	How far did guerrilla warfare change in the years 1976-2011? You may use the following in your answer: • the war in Afghanistan (1979-89) • 9/11. 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

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Indicative content

Relevant points that there was change may include:

- Guerrilla warfare had depended on detailed knowledge of the local terrain for its success, as in Afghanistan, but with the 9/11 attacks this was not the case
- The size of individual guerrilla attacks changed, with 9/11 causing thousands of casualties with one incident
- The success of guerrilla tactics depended on the co-operation of locals in Afghanistan and Iraq, but not for the 9/11 attacks
- Suicide bombings as a strategy of guerrilla warfare had developed during the period, e.g. 9/11.

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

- Guerrilla tactics had continued to be used in asymmetric conflicts, e.g. Afghanistan and Iraq
- Where guerrilla fighters had been on the ground, continuity was seen in their dependence for their success on their ability to blend in with local civilians e.g. Afghanistan and Chechnya
- Continuity was seen in the way guerrilla fighters had depended on support from external governments
- Continuity was seen in the focus of terrorist groups on resisting ideologies they objected to, e.g. communism in Afghanistan.

B7: The Middle East: Conflict, Crisis and Change, 1917-2012

Question	
B6 (a)	Explain **TWO** ways in which air warfare during the Italian invasion of Abyssinia (1935-36) was different from air warfare in the Arab-Israeli Six-Day War (1967). **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

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

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

Indicative content

Relevant points may include:

- A difference was the use of chemicals. The Italians used gas against the Abyssinians, but chemical weapons were not used in the Six-Day War
- A difference was the tactics used. During the Six-Day War, the Israelis used air warfare to support tanks to swiftly defeat the enemy. This combination was not used in Abyssinia.

Question	
B6(b)	Explain **TWO** causes of the effectiveness of U-Boats in the Atlantic in the Second World 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

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

Indicative content:

Relevant points may include:

- A cause was the use of 'wolf-pack' tactics. The Germans had cracked the Allied codes and could lie in wait for Atlantic convoys and attack in large numbers
- A cause was the lack of effectiveness of British anti-U-Boat tactics. Air cover was effective but could only stretch so far across the Atlantic, leaving a mid-Atlantic gap
- The U-boats were able to avoid detection by ASDIC by attacking from the surface and at night.

Question	
B6 (c) (i)	How far did sea warfare change in the years 1976-2011? You may use the following in your answer: • the Falklands War (1982) • the Second Gulf War (2003). 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

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Indicative content

Relevant points that suggest there was a change may include:

- There was a growth in the significance of aircraft carriers which was a key factor for success in the Falklands conflict
- The speed of aircraft carriers increased with the development of the Nimitz class super-carriers in the 1970s enabling them to be deployed more effectively
- The increased size of aircraft carriers meant support vessels were essential to allow amphibious landings in conflicts such as the Gulf Wars
- Submarines developed to allow longer periods under water
- Submarines could launch more sophisticated weaponry, as was seen in the first Gulf War with the launch of Tomahawk Cruise Missiles at strategic targets inside Iraq.

Relevant points that show change was limited may include:

- Ships were consistently used to land troops, as they did during the Falklands campaign and in the Gulf wars
- Ships were consistently used to support aerial warfare
- The role of destroyers remained largely the same, to provide escort for both civilian merchant and passenger ships and naval vessels in theatres of war.

Question	
B6 (c) (ii)	How far did new technology change warfare in the years 1976-2011? You may use the following in your answer: • missiles • drones. 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

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Indicative content

Relevant points that there was change may include:

- Nuclear submarines developed and could fire Tomahawk missiles at land targets during the Gulf wars
- The precision of missiles improved with the use of high-res cameras and GPS technology
- Drones were used in the Second Gulf War, which allowed for remote warfare
- Technological developments allowed larger and more damaging terrorist activities to take place.

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

- Conventional bombing tactics continued, such as the B-52 carpet-bombing during the First Gulf War
- The success of campaigns depended on conventional weapons and the use of ground troops, as could be seen in the First and Second Gulf Wars
- Despite technological developments in nuclear weapons, they were not used during this period
- Chemical and biological weapons were not used in warfare, despite technological advancements and research.

B7: The Middle East: Conflict, Crisis and Change, 1917-2012

Question	
B6 (a)	Explain **TWO** ways in which the use of aircraft carriers in the Pacific War (1941-45) was similar to the use of aircraft carriers in the Falklands War (1982). **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).

Marking instructions

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

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

Indicative content

Relevant points may include:

- A similarity was the use of the aircraft carriers to protect troops as they landed on the Japanese islands during the Pacific War, and the Falkland Islands in the Falklands War
- A similarity was the essential part played by the aircraft carriers in ensuring victory for the USA in the Pacific War and the UK in the Falklands War in bringing aerial warfare to distant theatres of war.

Question	
B6 (b)	Explain **TWO** causes of the change in methods of warfare in the Battle of Britain and the Blitz. **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.

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

Indicative content:

Relevant points may include:

- A cause was the development of radar, which could detect the whereabouts of German aircraft and ensure that the British fighter planes were ready to attack
- A cause was that large squadrons of German bombers required sophisticated civil defence, such as ARP wardens and fire watchers
- A cause was that German bombers required fighter escort to protect them.

Question	
B6 (c) (i)	How far did guerrilla warfare change in the years 1936-75? You may use the following in your answer: • the Spanish Civil War • the Vietnam War. 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

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Indicative content

Relevant points that it did change may include:

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

Relevant points that change was limited may include:

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

Question	
B6 (c) (ii)	How far did developments in technology and communications change warfare in the years 1945-75? You may use the following in your answer: • nuclear submarines • arms limitation and reduction talks. 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

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Indicative content

Relevant points that it did change may include:

- The impact of new technology can be seen in the scale of destruction made possible by nuclear weapons. This led to asymmetric and guerrilla wars post 1945
- Nuclear submarines changed sea warfare in that they surfaced less frequently and ran at high speeds for prolonged periods
- The launching of the first nuclear powered carrier, USS Enterprise saw a significant increase in the size and aircraft capabilities of aircraft carriers
- The development of ICBMs meant targets could be many hundreds of miles away from where the missiles were launched
- The increasing threat from more advanced weaponry encouraged countries to negotiate more effectively on how to limit their use and development, such as SALT 1.

Relevant points that change was limited may include:

- Some types of low-tech warfare continued with little change, e.g. guerrilla warfare
- Combined arms tactics continued to be used as a successful strategy in warfare such as in the Six Day War of 1967
- Nuclear weapons were not used after 1945 and this meant the continued use of conventional weapons.

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

Question	
B6 (a)	Explain **TWO** ways in which warfare in the first Gulf War (1991) was similar to warfare in the second Gulf War (2003). **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).

Marking instructions

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

Indicative content

Relevant points may include:

- A similarity was the use of aerial bombardment to begin the campaign. In both wars there were air strikes on government and military installations
- A similarity was that the initial aerial bombardment was followed by an infantry advance, supported by tanks and other armoured vehicles.

Question	
B6 (b)	Explain **TWO** causes of the problems associated with the use of drones in warfare in the early twenty-first century. **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

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

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

Indicative content:

Relevant points may include:

- A cause was the fact that drone strikes sometimes resulted in innocent civilian deaths. It has been estimated that, by 2011, there had been over 300 drone strikes, resulting in between 300 and 500 civilian deaths
- A cause was that the fact that the tactic of using drones to assassinate 'enemy' leaders led to accusations that the West was involved in extrajudicial killings and even war crimes
- A cause was that drones were so effective at spying on micro areas, it was argued that their use resulted in a transgression of people's human rights as set out in the 1948 UN Human Rights Declaration.

Question	
B6 (c) (i)	How far do you agree that, in the years 1919-45, the most significant development in warfare was the use of blitzkrieg? You may use the following in your answer: • blitzkrieg • Hiroshima. 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

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Indicative content

Relevant points that suggest blitzkrieg was the most significant development may include:

- Blitzkrieg was important because it showed how tanks and dive-bombers could be co-ordinated to provide a highly effective method of attack
- As a result of blitzkrieg, land warfare changed from the static front lines to increased mobility and combined arms and communication
- Blitzkrieg shaped the nature of fighting in future wars, as it was used not only in the Second World War in Europe but was also used in later wars.

Relevant points that suggest blitzkrieg was not the most significant development may include:

- The development of aircraft was extremely important, as it allowed for aerial warfare to be combined with land warfare, using tactics of terror as in Abyssinia and Guernica
- The development of aircraft carriers in the Second World War led to naval warfare between ships that were not visible to their enemy and allowed aerial warfare to take place a long way from airfields
- The further development of guerrilla tactics in the Spanish Civil War showed how war could be successfully fought against superior forces and was to be a tactic employed in many future wars.
- The development of the atomic bomb and its use at Hiroshima and Nagasaki was the beginning of a new type of 'nuclear' warfare with weapons created that could cause devastation on a previously unimagined scale.

Question	
B6 (c) (ii)	How far did developments in weaponry and technology change warfare in the years 1945-75? You may use the following in your answer: • the nuclear arms race • 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.

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Indicative content

Relevant points that it did change may include:

- The development of nuclear weapons meant that the nature of warfare changed to being more about creating deterrents and intimidating rivals, rather than actual fighting
- The development of advanced weapons encouraged the use of guerrilla warfare as it was impossible to take on a major power in open warfare
- Guerrilla warfare was affected by technological advances. For example, the USA used chemical warfare in Vietnam and different types of helicopters were used to provide support for ground forces, and deploying or retrieving soldiers
- Technological developments meant that conventional warfare saw changes. Surface-to-air missiles were used to shoot down enemy aircraft. North Vietnam claimed that SAMS were responsible for 60% of the US aircraft it shot down
- The launching of the first nuclear powered carrier, USS Enterprise, saw a significant increase in the range of aircraft carriers.

Relevant points that change was limited may include:

- Some types of low-tech warfare continued with little change, e.g. guerrilla warfare in this period continued to use surprise ambushes followed by retreat into hiding
- Combined arms tactics continued to be used as a successful strategy in warfare, such as in the Six Day War of 1967
- Although nuclear weapons were developed and became increasing powerful, there was no nuclear warfare after 1945.

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

Question	
B6 (a)	Explain **TWO** ways in which fighting in the first Gulf War (1990-91) was different from fighting in the second Gulf War (2003). **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

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

Indicative content

Relevant points may include:

- A difference was the use of guerrilla tactics. In the second Gulf War, there was a large number of insurgents who used guerrilla tactics such as suicide bombings and IEDs. This was not evident in the first Gulf War
- A difference was the composition of the armed forces. The first Gulf War was largely fought from the air and sea, whereas the second Gulf War was an infantry war.

Question	
B6 (b)	Explain **TWO** causes of the development of the use of drones in war in Pakistan in the years 2000-11. **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

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

Indicative content:

Relevant points may include:

- A cause was to prevent the killing of ground troops
- A cause was to improve surveillance techniques and bomb disposal in difficult-to-access mountainous areas of Pakistan
- A cause was to enable a greater range of enemy targets to be targeted.

Question	
B6 (c) (i)	How far was the Battle of Britain (1940) the key turning point in the changing nature of aerial warfare in the years 1936-75? You may use the following in your answer: • the Battle of Britain (1940) • 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

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Indicative content

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

- The Battle of Britain showed, for the first time, the importance of radar technology in defending against aerial attacks
- The Battle of Britain emphasised the importance of victory in the air for future wars as a means of securing airfields and other strategic targets
- The Battle of Britain showed, for the first time, the importance of co-ordination of forces, with Bomber Command, Fighter Command and Coastal Command playing key roles.

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

- The bombing of Abyssinia was seen to be the turning point in the use of aircraft for terror bombing as before this, planes were not used in this way
- The Blitz was a turning point in the use of night bombing to attack civilian targets
- The dropping of atomic bombs on Japan was the first example of nuclear aerial warfare
- The deployment of intercontinental ballistic missiles from 1957 changed the nature of warfare by making mutually assured destruction possible
- The Six-Day War evidenced the importance of air supremacy in the speed with which the Israeli air force destroyed Egyptian air fields
- The Vietnam War was a turning point in aerial warfare due to the use of chemicals such as napalm, Agent Orange and Agent Blue.

Question	
B6 (c) (ii)	How far was the use of aircraft carriers in the Pacific War (1941-45) a key turning point in the development of sea warfare in the years 1939-2000? You may use the following in your answer: • aircraft carriers in the Pacific War (1941-45) • Falklands War (1982). 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.

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Indicative content

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

- Aircraft carriers changed sea warfare by enabling fighter aircraft to be deployed in island warfare
- The success of the USA at the Battle of Midway emphasised the importance of aircraft carriers in gaining control of the sea in major conflicts
- The use of aircraft carriers in the Battle of Midway showed the importance of qualified mechanics and ground crews in major sea battles. The loss of such troops was disastrous for the Japanese navy.

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

- The development of nuclear submarines from 1952 was a turning point as it allowed submarines to submerge for longer periods, forcing enemy ships to waste resources searching for them
- Nuclear submarines were armed with more powerful weapons, allowing a greater range of fire
- The development of larger, nuclear-powered aircraft carriers after the end of the Second World War allowed for greater geographical range in sea warfare
- The Falklands conflict saw aircraft carriers being used to carry large number of land-based troops and equipment to distant theatres of war
- In the first Gulf War, submarines were used to launch Tomahawk Cruise missiles at targets inside Iraq.

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

Question	
B6 (a)	Explain **TWO** ways in which the nuclear weapons available to the Superpowers immediately after the Second World War were different from the nuclear weapons available to them in 1975. **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

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

Indicative content

Relevant points may include:

- A difference was the way in which nuclear bombs were delivered. In 1946, they had to be dropped from aircraft. By 1975, ICBMs and nuclear submarines had been developed
- A difference was how powerful the weapons were. By 1975, nuclear weapons included thermonuclear weapons that were thousands of times more powerful than the original atomic bombs.

Question	
B6 (b)	Explain **TWO** causes of the use of guerrilla warfare in the Vietnam 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

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

Indicative content:

Relevant points may include:

- A cause was the inability of the Vietcong to match the firepower of the USA. The Vietcong had no aircraft, tanks or artillery of their own
- A cause was the experience that the Vietnamese already had of such tactics. They had used guerrilla warfare against the Japanese and against the French after World War Two
- A cause was the support of the local population who gave guerrilla fighters help and supplies. They also allowed Vietcong fighters to hide in their villages making it difficult for the Americans to identify their enemy.

Question	
B6 (c) (i)	How far did developments in technology change warfare in the years 1919-45? You may use the following in your answer: • guerrilla warfare • the atomic bomb. 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

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Indicative content

Relevant points that suggest science, technology and communications brought about change may include:

- Aerial bombardment changed from artillery shells to manned planes dropping bombs in the Spanish Civil War. During the last years of the Second World War, technological developments meant guided missiles were used remotely
- In the Second World War, aircraft carriers were used to carry planes which could be used in warfare even when there was no land. Fighter aircraft were deployed in island warfare during the Second World War
- Developments in radio communications led to more effective land attacks, with better co-ordination between air and land troops. The invention of radar allowed the British to resist the Luftwaffe in the Second World War
- Code-breaking technology led to Allied success in the Battle of the Atlantic in the Second World War, leading to a reduction in the threat to Allied shipping
- Nuclear technology saw the introduction of the atomic bomb at the end of the Second World War. This was to lead to an arms race and the potential for future nuclear war.

Relevant points that suggest that change was limited or other issues were more significant may include:

- Despite the improvements in technology, the effectiveness of land warfare throughout the period depended on large numbers of soldiers on the ground
- New tactics, rather than technology in submarine warfare, made a greater difference in the Second World War, with the use of wolf packs to attack British ships
- Guerrilla warfare, with its limited use of technological developments, continued to play a major role in warfare, as seen in the Spanish Civil War.

Question	
B6 (c) (ii)	How far do you agree that the most significant development in warfare in the years 1976-2011 was the development of drones? You may use the following in your answer: • aircraft carriers • drones. 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.

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Indicative content

Relevant points that suggest the development of drones was the most significant development may include:

- Drones were an effective method of reconnaissance without risk. They could observe enemy positions from a safe height and provide intelligence in helping plan an attack
- The drone, Predator, was designed for aerial reconnaissance, but had Hellfire missiles added. Later, the Reaper carried more munitions and had a greater range. These drones killed more than 2000 militants in Pakistan before 2011
- Drone strikes could be carefully targeted and were effective in targeting specific combatants. They helped reduce the impact on civilians and damage caused compared to other types of military force, such as large bombs.

Relevant points that suggest the development of drones was not the most significant development may include:

- The development of terrorism changed the nature of warfare. The 9/11 attack on the USA, pipe bombs, improvised explosive devices alongside suicide bombers all increased the difficulties in facing terrorist activity
- There was significant development in aircraft carrier capability and range. The Nimitz Class aircraft carriers, introduced in 1975, could go 20 years without refuelling and carry VTOL aircraft, which played a role in the Gulf Wars
- Biological warfare was an important development. Saddam Hussein was alleged to have used poison gas against Kurds and, in 1995, a terrorist group carried out an attack using sarin on the Tokyo subway, killing 13 people
- Nuclear submarines developed and could fire Tomahawk missiles at land targets during the Gulf wars
- The precision of missiles improved with the use of high-res cameras and GPS technology.

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

Question	Mark scheme
B6 (a)	Explain **TWO** ways in which the influence of terrorism on international conflict before 9/11 was different from the influence of terrorism on international conflict after 9/11. **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).

Marking instructions

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

Indicative content

Relevant points may include the following:

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

Question	Mark scheme
B6 (b)	Explain **TWO** causes of the use of drones in warfare before 2011. **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

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

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

Indicative content:

Relevant points may include the following:

- A cause was that drones were an effective method of reconnaissance without risk. They could observe enemy positions from a safe height and provide intelligence in helping plan an attack
- A cause was that drones could be used for bombing. The US drone, the Reaper, could carry a large weight of munitions and had a substantial range. These drones killed more than 2000 militants in Pakistan before 2011
- Drone strikes were effective in targeting specific combatants. They helped reduce the impact on civilians and damage caused compared to other types of military force, such as large bombs.

Question	Mark scheme
B6 (c) (i)	How far did warfare change in the years 1919-45? You may use the following in your answer: • submarines • Hiroshima (1945). 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

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Indicative content

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

- The use of air support helped land warfare to become much swifter. By 1940, Hitler's Blitzkrieg tactics showed the effectiveness of combined arms tactics
- The use of aircraft to drop gas during the Abyssinian conflict was a significant development in chemical warfare
- Submarines developed from single usage in the First World War to a more effective 'wolf pack' strategy in the Second World War, where they came close to starving Britain into submission
- The atomic bomb caused unprecedented damage. In Hiroshima, 80 000 were killed, rising to 138 000 as a result of radiation sickness
- There was significant development in naval warfare, particularly with the use of aircraft carriers, as seen in the Pacific in the Second World War.

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

- Throughout the period code-breaking and spying was a feature of warfare
- The effectiveness of land warfare throughout the period depended on large numbers of soldiers on the ground
- Guerrilla tactics remained largely unchanged throughout the period, with guerrilla warfare in the Spanish Civil War little different from what had gone before.

Question	Mark scheme
B6 (c) (ii)	How far did the development of the atomic bomb change the nature of international conflict in the years 1945-91? You may use the following in your answer: • Hiroshima (1945) • the First Gulf War (1991). 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

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

Indicative content

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

- The atomic bomb caused unprecedented damage. In Hiroshima, 80 000 were killed, rising to 138 000 as a result of radiation sickness
- Hiroshima brought immediate changes to the nature of warfare. The atomic bomb was far more destructive than any conventional weapon. It appeared to make conventional weapons redundant
- Hiroshima sparked off a nuclear arms race between the two superpowers, with each attempting to develop even more destructive weapons. This, in turn, intensified the Cold War
- There was change due to the development by the USA and the Soviet Union of ever more powerful weapons of mass destruction such as the H-Bomb and Inter-Continental Ballistic Missiles (ICBMs).

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

- Wars in this period continued to be fought using conventional weapons, as neither side was prepared to use nuclear weapons because of the possible consequences
- Conventional bombing tactics continued, such as the B-52 carpet-bombing during the First Gulf War. The success of campaigns depended on conventional weapons and the use of ground troops as could be seen in the first and second Gulf Wars
- Wars continued to depend on land troops, supported from the air, despite the development of the atomic bombs
- Guerrilla warfare continued as demonstrated in Vietnam and Afghanistan.

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

Question	Mark scheme
B6 (a)	Explain **TWO** ways in which warfare in 2011 was different from warfare in 2000. **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

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

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

Indicative content

Relevant points may include the following:

- A difference was the increased use of surgical air strikes instead of carpet bombing, as in Iraq in 2003. Such strikes resulted in damage largely restricted to the intended legitimate military target, rather than nearby buildings or civilians
- A difference was the increased use of drones. Drone strikes in Pakistan were carried out after 2004 to target the leaders of terrorist organisations.

Question	Mark scheme
B6 (b)	Explain **TWO** causes of the use of guerrilla warfare in Afghanistan in the fighting against the Soviet Union in the years 1979-89. **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 following:

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

Question	Mark scheme
B6 (c) (i)	How far did sea warfare change in the years 1939-82? You may use the following in your answer: • aircraft carriers • submarines. 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

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Indicative content

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

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

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

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

Question	Mark scheme
B6 (c) (ii)	How far did aerial warfare change in the years 1935-75? You may use the following in your answer: • the Italian invasion of Abyssinia (1935) • conflict in Vietnam. 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

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Indicative content

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

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

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

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

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

Question	Mark scheme
B5 (a)	Explain **TWO** ways in which the UN's involvement in the invasion of Iraq in 1991 was different from the UN's involvement in the invasion of Iraq in 2003. **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

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

Indicative content

Relevant points may include:

- A difference was the response of the UN. In 1991 the UN passed several resolutions against Iraq and allowed its member states to invade after resolution 678. In 2003 the UN did not back the invasion headed by the USA

- A difference was the impact on the reputation of the UN. The First Gulf War improved the reputation of the UN as decisive action had been taken to stop an aggressor, but in 2003 it had been sidelined by the USA and had failed to prevent war.

Question	Mark scheme
B5 (b)	Explain **TWO** causes of the UN's success in Mozambique (1990–94). **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

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

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

Indicative content:

Relevant points may include:

- The UN response was coordinated, including troops, police and election observers. This allowed it to deal with any issues that could cause peace to fail
- Both sides in the conflict in Mozambique wanted the UN to intervene. After years of warfare there was a desire to end the war and ensure a successful peace, which meant they were willing to cooperate with the UN
- There was no external opposition to UN involvement. All the major powers, and the UN Security Council, supported the actions, which made decision making and action much quicker.

Question	Mark scheme
B5 (c) (i)	How far did the Great Powers weaken the international organisations in the years 1930–75? You may use the following in your answer: • the Abyssinia Crisis (1935–36) • 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

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Indicative content

Relevant points that support the given factor may include:

- The Hoare-Laval Pact showed the reluctance of France and Britain to act against Italy in 1935. This weakened the League and displayed the self-interest of the Great Powers
- The failures of Britain and France to encourage the League to challenge aggressors made more aggression likely, e.g. the appeasement of Hitler
- The Cold War made cooperation between the five permanent members of the Security Council impossible. Any proposal was regarded by the USA and the USSR in terms of whether it would give the other an advantage
- It was the lack of involvement of the USA that made the League weak, e.g. Manchuria where the USA did not favour strong action against Japan in case it damaged trade.

Relevant points that challenge the given factor may include:

- Other powers such as Germany, Japan, the USSR and Italy all withdrew from the League in the 1930s thus weakening its ability to enable disarmament to work
- The UN's actions in the Korean War made it look strong and determined. The USA had pushed for action to help the South against the North. Negotiating the peace was a success for the UN
- The role of the UN in helping to bring an end to the Yom Kippur War was helped by the USA putting pressure on Israel to accept peace terms
- US Secretary of State, Kissinger, helped to put into place the UN disengagement force in the Middle East after the end of the Yom Kippur War.

Question	Mark scheme
B5 (c) (ii)	How far did the peacekeeping role of the UN change in the years 1975–2011? You may use the following in your answer: • Namibia (1989) • Bosnia (1992–95). 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.

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Indicative content

Relevant points that suggest change may include the following:

- Increasing conflict intensified UN involvement in the Middle East, e.g. in 1978 UNIFIL was set up to restore peace and to confirm the Israeli withdrawal from Lebanon
- The conflict in Namibia saw an increased role for the UN Civil Police. Its success in Namibia led to it becoming an important part of UN operations in the 1990s
- 'An Agenda for Peace' stated peace building as a mission of the UN not just peacekeeping. The DPKO was also set up in 1992 to manage the UN's work in maintaining international peace and security
- In Kosovo the UN mission was unprecedented as it was given wide-ranging powers over the land, people, government and laws
- As a result of failures in Bosnia and Rwanda, the 'Responsibility to protect' principles were agreed in 2005, which established the right of the UN to intervene if a country was failing to protect all of its people.

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

- The main aim of the UN was still peacekeeping and UN forces were used in this role in the Balkans, Somalia and other conflicts during the period
- The role of the UN after the Second Gulf War was a traditional peacekeeping one helping the country rebuild
- The UN did not engage in fighting in order to keep peace.

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

Question	
B5 (a)	Explain **TWO** ways in which the Council of the League of Nations was different from the Security Council of the United Nations. **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

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

Indicative content

Relevant points may include:

- A difference was the frequency of meetings. The Council met four to five times a year and in a crisis. The Security Council was in permanent session
- A difference was the ability to use force. The Council of the League could not use military force, whereas the Security Council of the UN could recommend to the membership deployment of troops from member states.

Question	
B5 (b)	Explain **TWO** causes of the United Nations' involvement in the Congo (1960–64). **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

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

Indicative content:

Relevant points may include:

- The Congo was ill-prepared for independence. The Belgians handed over power to an inexperienced government elected the week before independence was granted. This government struggled to maintain control when trouble broke out in the country
- The Congolese army mutinied and could not operate effectively. This increased the violence and weakened the government further, leading Lumumba to ask the UN to intervene to restore order
- The UN became further involved as a civil war became inevitable. The increasing violence and lack of governance, with the further complication of mercenaries, led the UN to use force to restore order.

Question	
B5 (c) (i)	(i) How significant was the crisis in Manchuria in the changing ability of the League of Nations to maintain peace in the years 1919–39? You may use the following in your answer: • the Covenant of the League of Nations • Manchuria (1931–33). 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

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Indicative content

Relevant points that indicate significance may include:

- Before 1931, the league had largely managed to keep the peace and had managed potential crises effectively, e.g. Aaland Islands (1920) and Corfu (1923)
- The crisis in Manchuria highlighted the self-interest of the leading members of the league, which weakened its impact. It suggested that Great Powers would be treated differently, encouraging others to act aggressively
- The failure of the league to deal effectively with Japan damaged its reputation, leading to nations returning to traditional methods of diplomacy
- The actions that the League of Nations could take did not deter aggressors. Japan merely left the league and suffered no consequences, leading to other nations not being concerned about the consequences of aggressive actions.

Relevant points that indicate limited significance as a turning point may include:

- The Covenant of the League of Nations set out the scope of its actions when crises arose. The lack of an armed force severely limited its ability to act
- The Abyssinia crisis showed the self-interest of major powers such as Britain and France. The Hoare-Laval Pact showed how the covenant was ignored and led to the intentions of the league being questioned
- Hitler's actions in rearming, and the Rhineland, showed the weakness of the league to uphold the Treaty of Versailles and encouraged appeasement. The consequence of these actions, and others, was the outbreak of war
- The full-scale invasion of China by Japan in 1937 was important in underlining the inability of the league to act when the aggressors were outside of its organisation.

Question	
B5 (c) (ii)	ii) How far did the United Nations' role in the promotion of human rights change in the years 1946–c2011? You may use the following in your answer: • the Human Rights Commission • Bosnia (1992–95). 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

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Indicative content

Relevant points which suggest that there was a change may include:

- Initially, the Commission on Human Rights defined human rights and recommended good practice, but from 1967 it set out to investigate and publicly condemn violations of human rights.
- The Bosnian war was a war of identity, which led to attacks on large numbers of civilians. The idea of 'safe areas' was developed, such as Srebrenica
- The UN allowed the use of force to protect the human rights of people, for example allowing NATO to bomb the Serbs after the Srebrenica massacre
- The UN summit of 2005 agreed that, if a country did not protect the human rights of all its people, then the UN could take action
- In Sudan, the UN worked alongside the African Union in a joint operation, UNAMID, to maintain peace and protect humanitarian relief efforts.

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

- The aims of the UNHCR remained the same: to promote and encourage respect for human rights for all, identify, research and monitor human rights abuses, provide assistance to governments
- The UNHCR continued to help refugees return home and deliver humanitarian relief, e.g. Namibia and Bosnia
- UNCIVPOL's work developed and became more significant due to the UN taking a more active role in building peace within nations. UNCIVPOL was important in Namibia and Mozambique, for example.

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

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

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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

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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

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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

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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	
B5 (a)	(a) Explain **TWO** ways in which the League's role in Abyssinia (1935-36) was different from the UN's role in the Korean War (1950-53). **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 similarity.

Indicative content

Relevant points may include:

- A difference was the use of force. In Abyssinia the League did not use an army but in Korea the UN used an army to restore peace
- A difference was the success of the organisations. The League failed to prevent Italy from taking over Abyssinia as it did not stand up to the aggressor. However in Korea the UN stood up to North Korea and achieved its aims of maintaining the boundaries.

Question	
B5 (b)	Explain **TWO** causes of the UN involvement in Palestine in the years 1947-49. **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

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

Indicative content:

Relevant points may include:

- The UN intervened in Palestine as Britain was struggling to control the area after it was given the mandate for Palestine after the First World War
- The UN was involved because it was trying to decide how to divide up Palestine and proposed the Partition Plan to deal with the requests of both Palestinian Arabs and Jews
- The UN became further involved because war broke out in 1948. In December 1948, it proposed Resolution 194 to deal with the issue of refugees who had been displaced by the war.

Question	
B5 (c) (i)	(i) How far did the organisation and decision-making of the League of Nations and the UN change in the years 1919-64? You may use the following in your answer: • the Assembly of the League • the Security Council of the UN. 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

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Indicative content

Relevant points which suggest that there was a change may include:

- Membership criteria changed. The League's was restricted and key countries such as Germany and Russia were not invited to join. The membership of the UN was open to any country which led to an increase in members
- The organisation of peacekeeping changed. The League did not have its own peacekeeping force, but when the UN was formed it was given a peacekeeping force
- The decision-making changed. The Assembly reviewed the League's activities and decisions it made had to be unanimous. The General Assembly of the UN required only a majority vote
- The role of the veto changed. The Uniting for Peace Resolution was passed during the Korean War, allowing the General Assembly to pass a resolution when one of the 5 permanent members used the veto
- The UN had a greater emphasis on humanitarian work than the League, which was reflected in the founding of ECOSOC as one of the main bodies of the UN.

Relevant points that suggest change was limited may include:

- The League and the UN had similar organisational structures. The Assembly became the General Assembly and the Council became the Security Council. The UN had a Secretariat like that of the League, with a Secretary General
- The Council and the Security Council both needed unanimous decisions in order to take any actions. This caused problems for the League over Abyssinia and for the UN during the Cold War
- As with the Council of the League, the Security Council was dominated by the major powers. In the League these were Britain and France, in the UN, the USA and the USSR.

Question	
B5 (c) (ii)	ii) How far did the UN's role in Africa change in the years 1960-2011? You may use the following in your answer: • Congo (1960-64) • Sudan (2005-11). 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

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Indicative content

Relevant points which suggest that there was a change may include:

- The role of the UN became more complex and it worked with other states/ groups to achieve its aims. In Somalia, the USA took on a large role independent to that of the UN and in Sudan the African Union worked with it
- There was a change in the degree of success achieved by the UN, which was high in Congo and Mozambique, but less successful in Somalia and Sudan where the desire between opposing sides to resolve conflict was not as great
- There was a change in the willingness of the key players in the UN to get involved in disputes. Britain and the USA were fighting in Iraq and China had made a deal over oil with Sudan which made UN involvement more challenging
- The extent to which the role was successful differed. In Congo, Namibia and Mozambique the UN's role was successful in helping to unite the countries. However, in Sudan the UN had to accept the country would be divided.

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

- Humanitarian aid was a key feature of all the UN interventions in Africa and was successful in providing help to people in Congo, Mozambique, Sudan and Somalia
- In Congo, Mozambique and Somalia and the Sudan the UN sent in peacekeeping troops to help bring an end to the civil wars
- In all cases the role of the UN was to help disarm both sides in the conflicts
- Part of the role of the UN in nearly all its dealings in Africa had been arbitration, trying to bring the warring sides together through discussions.

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

Question	
B5 (a)	Explain **TWO** ways in which the UN's role in Palestine in 1967 was different from the UN's role in Lebanon in the years 1978-85. **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

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

Indicative content

Relevant points may include:

- A difference was the effectiveness of the UN. In Palestine in 1967, Israel ignored ceasefire resolutions until it had dealt with its enemies, whereas in Lebanon, Israel did withdraw and agreed to the ceasefire
- A difference was the casualties suffered by the UN troops. In the war of 1967, UN troops did not become part of the conflict, but in Lebanon, the actions of the SLA and the PLO led to UN troops being killed.

Question	

B5 (b)	Explain **TWO** causes of the weak response of the UN to the Bosnian crisis (1992-95). **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

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

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

Indicative content:

Relevant points may include:

- The UN response was weak because they did not use force to maintain supplies. UN forces did not shoot at Serbs blocking food convoys and had to plead to allow supplies to get through
- The UN response was weak because the Security Council did not provide enough peacekeepers for safe zones such as Srebrenica. This led to the safe zones being used as bases for further violence
- The UN response was weak as NATO's involvement created tensions. In 1994, 400 UN hostages were taken by Serbia in response to NATO's bombing of airbases and military sites.

Question	
B5 (c) (i)	How far did the international organisations' work with refugees change in the years 1919-64? You may use the following in your answer: • Nansen • Palestine (1947-49). 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

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Indicative content

Relevant points which suggest that there was a change may include:

- Nansen passports, set up in 1920 to provide identity documents for refugees, stopped being used in 1938
- The League used the ILO to help resettle and find work for Armenian refugees.
- The UN set up the UNHCR in 1948 following the Second World War and the Holocaust. The Universal Declaration of Human Rights became a key document for the actions of the UN
- The UN had to deal with huge numbers of refugees in Palestine after the Second World War following the Partition Plan and the creation of the state of Israel
- The need for support rose as conflicts developed and greater numbers of refugees existed after the Second World War.

Relevant points that suggest change was limited may include:

- The Refugee commission of the League was successful in resettling various groups in the 1920s and 30s and the UNHCR continued that work, e.g. in Palestine from 1949
- Both organisations helped refugees to settle in places away from the places they were fleeing
- The League, right from the outset with early developments by Nansen, always accepted that caring for refugees was the priority, rather than repatriating them. This approach was continued by the UN, e.g. in Palestine.

Question	

B5 (c) (ii)	How far did the Great Powers strengthen the work of the International Organisations in the years 1919-53? You may use the following in your answer: • Manchuria (1931-33) • 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

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Indicative content

Relevant points which suggest that they did strengthen it may include:

- The USSR inadvertently strengthened the work of the UN by its absence from the Security Council in 1950
- Under the command of the USA, the UN pushed the North Koreans back, which bolstered the reputation of the UN
- Britain and France were the most powerful members of the Council of the League, enabling it to act in disputes such as the Aaland Islands

Relevant points which suggest that strengthening was limited may include:

- The Corfu Crisis showed that Britain and France were more concerned about helping out an ally, Italy, than in establishing a just response to a crisis
- Britain was keen to maintain a good relationship with Japan, therefore was willing to believe Japan when they said they had no ambitions beyond Manchuria
- The self-interest of Britain and France, seen by the Hoare-Laval Pact, led to the failure to solve the crisis in Abyssinia, 1935-36
- The policy of appeasement towards Hitler in the 1930s allowed him to break the terms of the Treaty of Versailles without consequence, showing the League to be weak
- The development of the Cold War made co-operation between the permanent members of the Security Council impossible, thus weakening the position of the UN.

SECTION B: Breadth studies in change

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

Question	
B5 (a)	Explain **TWO** ways in which the League's involvement in the Aaland Islands (1920) was different from the League's involvement in Manchuria (1931-33). **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

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

Indicative content

Relevant points may include:

- A difference was the extent of the success achieved by the League. In the Aaland Islands, the League achieved a compromise between the islanders and Finland which prevented conflict. However, in Manchuria the League failed to prevent Japan from annexing Manchuria
- A difference was in the ability of the League to deal with the aggressor. In the Aaland Islands, the countries involved were small. In the dispute over Manchuria, Japan was a much stronger and well-armed power, causing the League more difficulty.

Question	
B5 (b)	Explain **TWO** causes of the UN's failure to prevent a second Gulf War (2003). **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

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

Indicative content:

Relevant points may include:

- The UN failed to prevent a Second Gulf War due to the determination of the USA to pursue and destroy terrorism with or without the support of the UN
- The UN failed because its arms inspection teams were blocked, leading to speculation about the weapons capability of the Iraqi regime
- The UN failed because the Security Council was divided and agreements could not be reached about how to prevent the outbreak of war.

Question	
B5 (c) (i)	How far did the work of the specialised agencies improve the lives of children in the years 1919-90? You may use the following in your answer: • Child Welfare Committee • UNICEF. 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

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Indicative content

Relevant points which suggest there was improvement may include:

- The Refugee Commission established by the League helped to resettle millions of refugee children
- The Child Welfare Committee established approaches to the welfare of children that would make an important contribution to the work done by UNICEF
- UNICEF had, by 1980, vaccinated 280 million children against TB and 32 million against malaria
- UNESCO promoted education for all children throughout the world by recommending in 1948 that all members should adopt free and compulsory primary education for all.

Relevant points that suggest improvement was limited may include:

- The Child Welfare Committee's recommendations were resented by many countries who saw child welfare as a national issue
- The Health Organisation set up by the League could only work directly with league members to help tackle disease
- During the 1930s the Child Welfare Committee reported on social problems affecting children, mainly homelessness and poverty. The reports had limited impact
- The work of the UN in improving conditions for children was limited by conflicts in individual nations.

Question	
B5 (c) (ii)	How far did the UN's approach to peacekeeping change in the years 1947-89? You may use the following in your answer: • Palestine (1947-49) • Namibia (1989). 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.

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Indicative content

Relevant points which suggest that there was a change may include:

- The size of the UN peacekeeping forces changed, becoming larger during the years 1947-89
- The UN's use of force changed, with the UN armed forces used in Korea to restore peace to the country
- The involvement of the UN in the internal affairs of countries changed. The UN became involved in the internal affairs of the Congo in order to maintain peace, which had not happened previously
- After the Yom Kippur War the Principles of Peacekeeping were set out as a code for all peacekeepers to follow
- The type of support for setting up democratic systems changed. UNCIVPOL was a dedicated organisation established to help peacekeeping in Namibia to help to create a democratic state.

Relevant points which suggest that change was limited may include:

- The aim of the UN was consistently to restore and maintain peace in troubled areas
- The peacekeeping role of the UN remained difficult due to the inability to reach agreement between members of the Security Council
- The UN continually used resolutions to enable peacekeeping efforts to take place.

SECTION B: Breadth studies in change

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

Question	
B5 (a)	Explain **TWO** ways in which the work of the refugee commission of the League was similar to the work of the United Nations High Commission for Refugees. **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

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

Indicative content

Relevant points may include:

- A similarity was that both organisations provided critical emergency care for displaced people. After the First World War, POWs were repatriated by the refugee commission and, in 1949, the UNHCR established the UNRWA to support Palestinian refugees
- A similarity was that both organisations helped people who wished to settle elsewhere. By 1936, 36 000 Armenian refugees had been resettled and in the 1970s, the UNHCR agreed an orderly departure programme with the Vietnamese government.

Question	
B5 (b)	Explain **TWO** causes of the success of the League of Nations in Upper Silesia in 1921. **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

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

Indicative content:

Relevant points may include:

- The League divided Upper Silesia in a way that was acceptable to both countries
- The League did not ignore the result of the plebiscite that had been set up to ensure self-determination
- The two powers involved were not significant in the organisation of the League and neither was strong enough to challenge the League.

Question	
B5 (c) (i)	How far did the International Organisations' approach to peacekeeping change in the years 1930-64? You may use the following in your answer: • Abyssinia (1935-36) • 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

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Indicative content

Relevant points that suggest there was a change may include:

- The speed of the response of the international organisations changed. In Manchuria it took a year for the report to be written and any action taken, whereas in Korea the response of the UN was swift
- The League used economic sanctions to change the behaviour of an aggressor, such as Italy in Abyssinia, whereas the UN did not use them in either Korea or the Congo
- The international organisations' use of force changed, with the UN armed forces used in Korea to restore peace to the country
- The involvement of the international organisations in the internal affairs of countries changed. The UN became involved in the internal affairs of the Congo in order to maintain peace, which had not happened previously.

Relevant points that suggest that change was limited may include:

- The aim of the international organisations was consistently to restore and maintain peace in troubled areas
- The peacekeeping role of the international organisations remained difficult due to the inability to reach agreement between members of the Council and Security Council
- Both the League and the UN concerned themselves with ameliorating the consequences of conflict by addressing the plight of refugees in countries where people had been displaced due to conflict
- The UN continually used resolutions to enable peacekeeping efforts to take place.

Question	
B5 (c) (ii)	How far did the involvement of the Great Powers in the international organisations change in the years 1935-73? You may use the following in your answer: • Abyssinia (1935-36) • Palestine 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.

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Indicative content

Relevant points that suggest there was a change may include:

- The ability of the Great Powers to be able to act changed as the USA and the USSR were better funded and more able to provide financial support for the international organisations than Britain and France had been
- The USA was able to get the UN to take military action against an aggressor in the Korean War of 1950, whereas Great Britain and France were unable to get the League to take military action in the 1930s
- The Cold War meant the USA and the USSR often opposed each other within the Security Council, whereas Great Britain and France generally agreed over decisions in the League
- The Six-Day War and the Yom Kippur War showed that the USA and the USSR were prepared to send troops to the region which they had previously avoided.

Relevant points that suggest change was limited may include:

- The veto allowed Japan to prevent action being taken against it in Manchuria and the USA and the USSR frequently used the veto to prevent action being taken by the UN
- The self-interest of the Great Powers was always paramount. The self-interest of Britain and France prevented action being taken over Abyssinia, and the Cold War interests of the USA and the USSR led to vetoes
- Britain and France maintained their important positions, being on the Council of the League and permanent members of the Security Council of the UN
- The Great Powers used their influence outside of the international organisations to try to solve conflicts, e.g. the Hoare Laval Pact and during the Yom Kippur War.

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

Question	
B5 (a)	Explain **TWO** ways in which the League of Nations Assembly was similar to the UN General Assembly. **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).

Marking instructions

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

Indicative content

Relevant points may include:

- A similarity was their roles. Both the Assembly and the General Assembly debated issues and made recommendations
- A similarity was in the method of voting. Each member was equally entitled to one vote.

Question	
B5 (b)	Explain **TWO** causes of the weaknesses of the UN in Sudan (2005-11). **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

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

Indicative content:

Relevant points may include:

- A reason was the UN could only do what the Sudanese government allowed, thus limiting its actions and scope
- A reason was there was no mandate for the UN to enforce its decisions. In 2005, the Basic Principles were ignored and arrest warrants against Al-Bashir were not enforced
- A reason was the complexity of the issues. There were numerous rebel groups fighting each other as well as the Sudanese government, so it was difficult for the UN to take a clear line.

Question	
B5 (c) (i)	In the years 1919-64, how significant was the Korean War (1950-53) in changing the ways in which the international organisations kept the peace? You may use the following in your answer: • Manchuria (1931-33) • 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

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Indicative content

Relevant points that it was significant may include:

- The Korean War was the first time the forces of an international organisation had been deployed to a country to restore peace and showed this could be an effective strategy
- The Korean War showed that international cooperation could work in helping to restore peace as armies were assembled from a large number of nations
- The 'Uniting for Peace' resolution was passed, allowing the General Assembly to pass a resolution, under certain circumstances, when one of the five permanent members used the veto. This ensured actions could be taken to keep peace
- The significance of the Korean War can also be seen in the questioning of the UN's approach to peacekeeping, with it being accused of acting as a tool of US foreign policy.

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

- Manchuria was significant as it showed the inability of the League to act quickly, thus failing to prevent further Japanese invasion and suggesting to other powers that the League was weak
- The Italian invasion of Abyssinia suggested that the League was not even taken seriously by its own members, Britain and France, who put forward the Hoare-Laval Pact. This severely impacted the League's ability to keep the peace
- The UN's role in the Congo was significant as it involved itself in the internal affairs of the Congo in order to resolve the dispute
- The UN's role in Palestine was significant to its ability to keep the peace as it saw the establishment of the UN's first peacekeeping force.

Question	
B5 (c) (ii)	How far did the work of the specialised agencies of the League improve the lives of workers in the years 1919-39? You may use the following in your answer: • the International Labour Organisation • Child Welfare Committee. 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

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Indicative content

Relevant points that suggest there was an improvement may include:

- Nansen worked with the ILO to find refugees employment, setting up a special commission in 1926 to help with this
- By 1939, the ILO had created 67 conventions that dealt with issues such as hours, unemployment, working conditions for women and children and health and safety
- By 1930, the League had made positive progress in dealing with slavery, encouraging its end in a number of countries including Nepal, Jordan and Persia
- In 1930, the League was asked to investigate slavery in Liberia and reforms were passed abolishing it.

Relevant points that improvement was limited may include:

- The success of the ILO in improving conditions for workers was initially limited, as the range of countries it was able to work with was dependent on membership of the League, which was small
- Although the Child Welfare Committee findings provided a strong link between living conditions, wages and nutrition, countries rarely acted on its findings
- The improvements of workers' rights was dependent on the desire of a country to work with the ILO, e.g. ratification of its conventions
- The continued existence of slavery suggested the work of the ILO had not been completely successful.

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

Question	
B5 (a)	Explain **TWO** ways in which the UN's approach to peacekeeping in the Congo (1960-64) was different from the UN's approach to peacekeeping in Namibia (1989). **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

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

Indicative content

Relevant points may include:

- A difference was the aims of the UN. In the Congo, the UN's aim was to keep the country together, whereas in Namibia the aim of the UN was to help Namibia set up as an independent country
- A difference was the use of force. In the Congo, the UN used force to keep the peace whereas, in Namibia, the UN helped the government to build a democratic state by peaceful means.

Question	
B5 (b)	Explain **TWO** causes of the success of the League's work with refugees in the years 1919-39. **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

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

Indicative content:

Relevant points may include:

- A cause was the role of Nansen in setting up 'Nansen passports', which allowed refugees to travel
- A cause was that the Refugee Commission provided loans to countries, such as Greece, to provide refugees with homes and farmland. These loans led to a strengthening of the economy
- A cause was that the League adopted a practical approach, accepting that, although repatriation was desirable, it was not always possible, e.g. 36 000 Armenian refugees were resettled with work by 1938, leading to new settlements and agricultural colonies.

Question	
B5 (c) (i)	How far did the way decisions were made by the international organisations change in the years 1930-64? You may use the following in your answer: • the Assembly • the Security Council. 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.

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Indicative content

Relevant points that suggest there was a change may include:

- The Assembly reviewed the League's activities and decisions it made had to be unanimous. The General Assembly of the UN required only a majority vote
- The role of the veto changed. The Uniting for Peace Resolution was passed during the Korean War, allowing the General Assembly to pass a resolution when one of the 5 permanent members used the veto
- The Great Powers differed. In the League, these were Britain and France, in the UN, the USA and the USSR. These powers significantly influenced decisions made by the Council and Security Council
- A wider range of options to act were available to the UN due to its ability to use force. This could be seen in the Korean War.

Relevant points that suggest that change was limited may include:

- The Council and the Security Council both needed unanimous decisions in order to take any actions. This caused problems for the League over Abyssinia and for the UN during the Cold War
- As with the Council of the League, the Security Council was dominated by the major powers
- The PICJ and the ICJ were both involved in decision making as they oversaw disputes between nations according to international law
- The Secretariats of the League and the UN put the decisions of the international organisations into action.

Question	
B5 (c) (ii)	How far was the Yom Kippur War (1973) the key turning point in the involvement of the UN in the Middle East in the years 1945-85? You may use the following in your answer: • the UN Partition Plan (1947) • the Yom Kippur War (1973). 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.

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Indicative content

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

- A difference the Yom Kippur War made was that Resolution 340 established UNEF II, which played a key role in supervising and monitoring the disengagement agreements of 1974
- Throughout its 6-year deployment, UNEF II was successful in helping to prevent war between Israel and its neighbours
- After the Yom Kippur War, the USA, rather than the UN became the conduit for brokering peace deals.

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

- The Yom Kippur War did not change the fundamental superiority Israel had in terms of military effectiveness
- The war of 1948-49 led to the setting up of the UNRWA, which dealt with refugee issues throughout the period
- The UN first sent peacekeeping forces, UNEF, to the Middle East during the Suez Crisis of 1956, marking a change in their role
- The Six Day War led to Israel disengaging with the UN as it felt that the UN was favouring the Palestinian cause
- The conflict in Lebanon saw the UN being ignored by Israel, and the Lebanese turning to a multinational force for help instead.

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

Question	
B5 (a)	Explain **TWO** ways in which the approach of the League to promoting health was different from the approach of the UN to promoting health. **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

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

Indicative content

Relevant points may include:

- A difference was the approach to disease prevention. The WHO delivered vaccine programmes around the world, whereas this was not part of the work of the League's Health Commission
- A difference was the understanding of disease prevention. The WHO monitored food, air and water quality whereas the League's Health Commission did not.

Question	
B5 (b)	Explain **TWO** causes of UN involvement in the Middle East in the years 1967-73. **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

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

Indicative content:

Relevant points may include:

- A cause was the outbreak of the Six Day War. The UN passed several ceasefire resolutions to stop the fighting
- A cause was to prevent war breaking out again after the Six Day War had ended. The UN tried to achieve permanent peace by passing Resolution 242
- A cause was the outbreak of the Yom Kippur War. The UN tried to end the fighting by passing various resolutions demanding a ceasefire.

Question	
B5 (c) (i)	How significant was the membership of the League in weakening its ability to maintain peace in the years 1919-39? You may use the following in your answer: • USA • Manchuria (1931-33) 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.

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Indicative content

Relevant points that the stated factor was significant may include:

- The failure of the USA, the world's largest economy, to join the League meant the economic impact of sanctions imposed by the League was limited
- The League was perceived as being a victor's club due to France and Britain being the most powerful nations in the League. This caused resentment amongst the countries that had lost the First World War
- Hitler took Germany out of the League in 1933, which meant the most populous nation in Europe was no longer contributing to the League's business.

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

- The League often took a long time to make decisions. This had an impact on the effectiveness of their actions, such as in Manchuria. The Lytton Commission took a year to report, by which time Japan was firmly established in Manchuria
- The lack of an army meant the League was not strong enough to defend members under threat from more powerful countries
- The need for unanimous decisions meant that it was very difficult to take decisions especially if the aggressor nation was on the Council of the League
- The economic interests of countries inside and outside of the League impacted on its ability to act. This could be seen in Manchuria where Britain and the USA did not want action taken against Japan
- The League's reputation was hugely damaged by the failure of the World Disarmament Commission, meaning it became increasingly irrelevant in international peacekeeping.

Question	
B5 (c) (ii)	In the years 1989-2011, how significant was the war in Bosnia in changing the ways in which the UN kept peace? You may use the following in your answer: • the war in Bosnia (1992-95) • the war in Sudan (2005-11). 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.

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Indicative content

Relevant points that suggest it was significant may include:

- The failure of the UN to end the conflict resulted in NATO taking a larger role in protecting civilians. The use of NATO airstrikes to more forcefully protect civilians led to the Serbs negotiating peace
- The war in Bosnia showed the UN to be weak and the USA did not want it to play a major role in attempts to create peace such as the Dayton Accords
- As a result of failures in Bosnia and Rwanda, the 'Responsibility to protect' principles were agreed in 2005, which established the right of the UN to intervene if a country was failing to protect all of its people.

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

- The conflict in Namibia saw an increased role for the UN Civil Police. Its success in Namibia led to it becoming an important part of UN operations in the 1990s
- After the first Gulf War, Resolution 688 was passed, which was a big change for the UN, seeing human rights abuses as a threat to international peace and security rather than simply a domestic matter
- 'An Agenda for Peace' stated peace building as a mission of the UN not just peacekeeping. The DPKO was also set up in 1992 to manage the UN's work in maintaining international peace and security
- In Kosovo, the UN mission was unprecedented as it was given wide-ranging powers over the land, people, government and laws
- The UN worked in partnership with the AU, in Sudan, which was unusual for the UN.

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

Question	
B5 (a)	Explain **TWO** ways in which the League of Nations' approach to peacekeeping in the Greek-Bulgarian War (1925) was different from the United Nations' approach to peacekeeping in the Korean War (1950-53). **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

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

Indicative content

Relevant points may include:

- A difference was the use of force. In the Greek-Bulgarian War the League did not use military intervention, whereas in the Korean War, UN troops were involved in the military conflict
- A difference was the resolution of the conflicts. The League imposed compensation payments on Greece, but no compensation was requested from North Korea by the UN.

Question	
B5 (b)	Explain **TWO** causes of the setting up of the UN. **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

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

Indicative content:

Relevant points may include:

- A cause was the intention to prevent war breaking out again following the end of the Second World War
- A cause was to continue the successful aspects of the League, such as help with refugees and health care
- A cause was the agreement made in the Atlantic Charter of 1941, which set out the principles for achieving peace after the war had ended and led directly to the creation of the UN.

Question	
B5 (c) (i)	How far did the work of the specialist agencies change the treatment of refugees in the years 1919-64? You may use the following in your answer: • Nansen passports • UN High Commissioner for Refugees (UNHCR). 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.

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Indicative content

Relevant points that there was change may include:

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

Relevant points that change was limited may include:

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

Question	
B5 (c) (ii)	How far was the UN involvement in Somalia (1991-95) the key turning point in the UN's work in Africa in the years 1960-2011? You may use the following in your answer: • Congo (1960-64) • Somalia (1991-95). 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.

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Indicative content

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

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

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

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

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

Question	
B5 (a)	Explain **TWO** ways in which the organisation and structure of the League of Nations was different from the organisation and structure of the United Nations. **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

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

Indicative content

Relevant points may include:

- A difference was that the United Nations Security Council needed a majority of nine out of 15 to make decisions, whereas its equivalent in the League, the Council, had needed a unanimous decision to take action
- A difference was that the UN Charter required all members to provide whatever assistance was necessary, including armed forces, but the League of Nations did not have its own armed forces.

Question	
B5 (b)	Explain **TWO** causes of the success of the United Nations in the Korean War (1950-53). **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).

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

Indicative content:

Relevant points may include:

- A cause was that the UN was able to pass a series of resolutions requiring North Korea to withdraw from South Korea because in 1950 the Soviet Union was boycotting the UN and could not veto the resolutions
- A cause was the fact that, having passed resolutions ordering North Korea to withdraw, the UN was able to raise a powerful international force led by the USA to force the North Koreans out of South Korea
- A cause was the decision made to use the General Assembly to pass a 'Uniting for Peace' resolution. This meant that the Soviet Union, which stopped boycotting the UN in August 1950, could not block the UN's actions by applying a veto.

Question	
B5 (c) (i)	How far did the work of the international organisations in dealing with the protection of human rights and refugees change in the years 1945-2011? You may use the following in your answer: • Palestine (1947-49) • Bosnia (1992-95). 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.

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Indicative content

Relevant points that there was change may include:

- The scale of the work undertaken to protect victims of warfare increased significantly, e.g. UNHCR's budget in 1950 was USD 300, 000 but this rose to over USD 7 billion by 2011
- In 1991 for the first time, the UN sent soldiers into Croatia to support the humanitarian work of other UN agencies. This included helping thousands of fleeing refugees
- The UN changed its general approach in 1998 when, following genocide in Bosnia and Rwanda, Boutros-Ghali announced that the UN had the right to intervene if nations committed abuses in their own countries
- In 2005, Boutros-Ghali confirmed a more hands-on approach by issuing his Agenda for Peace, saying all nations should protect human rights and repatriate refugees. If a country failed to do so, the international community should step in
- In 2005, the UN adopted an even more aggressive approach when it agreed that NATO should use air strikes against Serbian positions in Bosnia to protect the safe areas it had set up for fleeing citizens.

Relevant points that suggest change was limited may include:

- In 1948, the UN issued a Declaration of Human Rights and set up the UN High Commission for Human Rights that, throughout the period, co-ordinated the safety and repatriation of refugees, e.g. protection for Namibian refugees in 1989
- The UN High Commission for Refugees was established in 1950 and, throughout the period, set up country-specific organisations, such as UNRWA in Palestine, after one million refugees fled from Israel in 1949 and also set up UNIFIL in Lebanon
- The use of diplomacy and Resolutions continued throughout the period with Resolution 242 in 1967 saying there should be a just settlement of the refugee problem in the Middle East and Resolution 688 after the First Gulf War.

Question	
B5 (c) (ii)	How far, in the years 1919-39, was the League's reaction to the Italian invasion of Abyssinia (1935) the key turning point in the League's ability to maintain world peace? You may use the following in your answer: • The Aaland Islands (1920) • the Italian invasion of Abyssinia (1935). 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.

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Indicative content

Relevant points that suggest the League's reaction was the key turning point may include:

- The Abyssinia crisis was the first attempt by the League to stop the aggression of a European major power and showed that nations put their own interests before those of world peace by agreeing very limited sanctions against Italy
- The Abyssinia crisis showed that the two major European powers in the League, Britain and France, were prepared to ignore the Covenant of the League and conclude their own arrangement with Italy
- The Abyssinia crisis emphasised the fact that the League was ineffective without the USA as Italy overcame oil sanctions by buying supplies from the USA.

Relevant points that suggest the League's reaction was not the key turning point may include:

- The Aaland Islands dispute was significant because, just one year after its foundation, the League settled a dispute between two members peacefully and showed that collective security could work
- The failure of the League to deal effectively with Japan in Manchuria damaged its reputation. Japan left the League and suffered no consequences, leading to other nations being unconcerned about the consequences of aggressive actions
- The failure of the League to take strong action against Hitler's rearmament and remilitarising the Rhineland (1936), emphasised its weakness
- The full-scale invasion of China by Japan in 1937 was important in underlining the inability of the League to act when the aggressors were outside of its organisation.

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

Question	
B5 (a)	Explain **TWO** ways in which the work of the ILO as part of the League was similar to the work of the ILO as part of the UN. **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).

Marking instructions

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

Indicative content

Relevant points may include:

- A similarity was the focus of the ILO on regulating working practices. Under the League, the ILO focused on working hours and, under the UN, it has continued this practice by developing programmes promoting decent working practices
- A similarity was the focus on the protection of women in the workplace. This was begun under the League and developed under the UN through the promotion of social justice.

Question	
B5 (b)	Explain **TWO** causes of the UN involvement in the Korean War (1950-53). **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

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

Indicative content:

Relevant points may include:

- A cause was the invasion of South Korea by North Korea in June 1950. The Security Council responded by passing a resolution requiring North Korean troops to leave
- A cause was the desire of the UN to assist in the removal of North Korean troops. They did this by providing UN forces to help the South
- A cause was the need to find peace because that was what the UN was founded for.

Question	
B5 (c) (i)	How significant, in the years 1919-39, was the crisis in Abyssinia (1935-36) in changing the ability of the League to maintain peace? You may use the following in your answer: • the Covenant of the League • Abyssinia (1935-36). 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.

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Indicative content

Relevant points that it was significant may include:

- The Abyssinia crisis underlined the self-interest of major powers such as Britain and France. The Hoare-Laval Pact showed how the covenant was ignored and led to the intentions of the League being questioned
- The impositions of sanctions had little impact on the actions of the Italians, showing, when not all nations were part of the League, that sanctions could not be effective
- The actions that the League of Nations could take did not deter aggressors. Italy merely left the League and suffered no consequences, leading to other nations not being concerned about the consequences of aggressive actions.

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

- The Covenant of the League of Nations set out the scope of its actions when crises arose. The lack of an armed force severely limited its ability to act throughout the period
- For a significant part of the period, the League had largely been successful in keeping the peace and had managed crises such as the Aaland Islands and Corfu effectively
- The crisis in Manchuria highlighted the self-interest of the leading members of the League, which weakened its impact. It suggested that Great Powers would be treated differently, encouraging others to act aggressively
- Hitler's actions, e.g. in rearming, showed the weakness of the league to uphold the Treaty of Versailles and encouraged appeasement. The consequence of these actions, and others, was the outbreak of war
- The full-scale invasion of China by Japan in 1937 was important in underlining the inability of the League to act when the aggressors were outside of its organisation.

Question	
B5 (c) (ii)	How far was the UN weakened by the actions of the USA and the USSR in the years 1967-2011? You may use the following in your answer: • the Yom Kippur War (1973) • Somalia (1991-95). 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.

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Indicative content

Relevant points that suggest it did weaken may include:

- The Cold War made cooperation between the five permanent members of the Security Council impossible. Any proposal was regarded by the USA and the USSR in terms of whether it would give the other an advantage
- The USSR support for Arab nations in the early 1970s destabilised UN attempts to maintain peace between Israel and Palestinians
- 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 US-led invasion of Iraq in 2003 weakened the UN, as the USA knew the UN could not prevent it from starting the war
- The UN's mission to Sudan was weakened by the lack of involvement of the USA, who were fighting in Iraq.

Relevant points that suggest the weakening was limited may include:

- The role of the UN in helping to bring an end to the Yom Kippur War was helped by the USA putting pressure on Israel to accept peace terms
- US Secretary of State, Kissinger, helped to put into place the UN disengagement force in the Middle East after the end of the Yom Kippur War
- The US-led UN forces defeat of Iraq in the first Gulf War showed the success the UN could achieve, if the Security Council worked together.

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

Question	
B5 (a)	Explain **TWO** ways in which the aims of the League of Nations were similar to the aims of the United Nations. **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).

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 that both organisations wanted to maintain peace in the world by arbitrating between nations in dispute and taking action against nations causing conflict
- A similarity was that both organisations wanted to improve the lives of individual citizens through the work of commissions and organisations, e.g. improving working conditions.

Question	
B5 (b)	Explain **TWO** causes of the failure of UN to solve the continuing problem of Palestine in the years 1967-73. **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

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

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

Indicative content:

Relevant points may include:

- A cause was the deep-seated distrust that the Arabs and Israelis had for each other, which meant that a settling of their differences by peaceful means was very difficult and there were wars both in 1967 and 1973
- A cause was the fact that neither the Israelis, nor the Arabs had faith in the United Nations ability to prevent hostilities. They both rejected Resolution 242 and UN attempts solve the problems in the region
- A cause was the involvement of the Superpowers. The USA was sympathetic to the Israelis and the Soviet Union tended to help the Arab states. So UN Resolution 338 had little impact compared to the actions of the Superpowers.

Question	
B5 (c) (i)	How far did international events in the years 1919-53 strengthen the peacekeeping ability of international organisations? You may use the following in your answer: • the Greek-Bulgarian War (1925) • 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

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Indicative content

Relevant points that there was a strengthening may include:

- Events in the Aaland Islands and Upper Silesia strengthened the League of Nations by showing that it was a credible organisation when it came to settling international disputes
- The problem of displaced persons in the early 1920s, as prisoners of war or refugees, was solved efficiently by the ILO and High Commission for Refugees, showing that where countries worked together, international problems could be solved
- The League was set up to prevent war and its intervention in the Greek-Bulgarian War (1925) ended that war and forced the two countries to come to agreement
- The events of the Korean War showed that the UN could be an effective peacekeeping force. Sixteen countries came together under the UN banner to force the North Koreans out of South Korea.

Relevant points that change was limited may include:

- The League's authority was undermined in the Manchuria Crisis when Britain and France responded slowly to Japan's invasion of China and seemed keen not to offend Japan
- The League also looked weak in the Abyssinia Crisis when a desire to keep on good terms with Mussolini as a potential ally against Hitler meant restricted sanctions against Italy and the Hoare-Laval plan drawn up outside the League
- In the mid-1930s the League became increasingly ineffective as Britain and France followed their own country-centred policy of appeasement and, when war broke out in 1939, all credibility was lost
- The UN lost credibility at the end of the Korean War when attempts to negotiate a post-Armistice settlement proved difficult and when control of the negotiations appeared to be in the hands of the Soviet Union and USA.

Question	
B5 (c) (ii)	How far did the work of the United Nations change in the years 1975-2011? You may use the following in your answer: • Namibia (1989) • Sudan (2005-11). 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

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Indicative content

Relevant points that suggest that there was change may include:

- In Lebanon, the UN carried out humanitarian work but Namibia saw a different kind of peacekeeping work. In addition to supervising a ceasefire, the UN set up UNTAG to help build the necessary framework for a democratic state
- At the UN World Summit, the 'Responsibility to protect' principles were agreed in 2005, which established as part of its work the right of the UN to intervene if a country was failing to protect all of its people
- In Iraq, the UN carried out a new type of work in weapons inspections, attempting to maintain peace by locating weapons of mass destruction (WMD)
- In Kosovo, the UN mission was unprecedented as it was given wide-ranging powers over the land, people, government and laws.

Relevant points that suggest that change was limited may include:

- The main work of the UN was still peacekeeping and UN forces were used in this role in the Balkans, Somalia and other conflicts during the period
- The work of the Commissions continued to be important, e.g. UNCR in Namibia, UNICEF in Somalia, UNAMID in Sudan
- The role of the UN in the Gulf Wars followed the traditional UN approach of issuing resolutions, followed by a coalition military force
- In Sudan, a large peacekeeping force was sent into Darfur with orders to monitor events and humanitarian relief efforts. In keeping with UN traditional policy, the troops could defend themselves but take no other military action.

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

Question	Mark scheme
B5 (a)	Explain **TWO** ways in which the reaction of the League of Nations to Japan's invasion of Manchuria in 1931, was similar to the League's reaction to Italy's invasion of Abyssinia in 1935. **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).

Marking instructions

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

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

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

Indicative content

Relevant points may include the following:

- A similarity was that both invading countries, Japan and Italy, were labelled as aggressors by the League and told to withdraw
- A similarity was that, on both occasions, the League failed to take significant action because the major western powers did not want to damage their own economic or political relations with the invading state.

Question	Mark scheme
B5 (b)	Explain **TWO** causes of the success of the United Nations in Mozambique in the years 1990-94. **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

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

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

Indicative content:

Relevant points may include the following:

- A cause was the fact that both the sides fighting in the civil war wanted the UN to send in a peace-keeping force. So the UN had the support of the belligerents
- A cause was the high level of organisational skill demonstrated by the UN. It set up ONUMOZ to carry out humanitarian and peace-keeping tasks, with its leader having authority to make quick decisions
- A cause was the support of all the major powers for the work of the UN in Mozambique. There was no attempt to undermine the work of the UN for political reasons arising from Cold War tensions.

Question	Mark scheme
B5 (c) (i)	How far did the work of the international specialised agencies change in the years 1919-2011? You may use the following in your answer: • the ILO • UNESCO. 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

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Indicative content

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

- There was a change with the ILO under the UN going further in trying to ensure that there should be equal opportunities for everybody to get jobs, irrespective of race, sex or religion
- Under the UN, the ILO's role increased as it tried to ensure that there was full social security provision for all workers such as unemployment, health and maternity benefits
- There was a change in focus of health organisations. AIDS did not exist during the time of the League. WHO focused on collecting evidence and statistics to reduce the effects of the epidemic. In June 2001, the UN global AIDS fund was set up
- UNESCO widened the role of the UN, going much further than the League by encouraging cooperation with scientists, scholars, and artists in all fields believing that best way to promote peace is to educate people's minds.

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

- The League's Health Organisation worked to end such diseases as yellow fever, malaria and leprosy. The UN's World Health Organization has also worked to end serious diseases, such as the elimination of smallpox epidemics in the 1980s
- Throughout the period there was an emphasis on literacy. The League worked to raise awareness of the importance of education and this was continued by UNESCO in setting up schools and teacher training colleges in developing countries
- Both organisations worked to improve working conditions across the world. The League's ILO improved working conditions by encouraging countries to fix a maximum working day and week. This was continued by the UN's ILO.

Question	Mark scheme
B5 (c) (ii)	How far was the involvement of the UN in the Korean War the key turning point in the UN's ability to maintain peace in the years 1945-89? You may use the following in your answer: • the Korean War (1950-53) • Namibia (1989). 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

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Indicative content

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

- The Korean War was the first time that the UN sent forces to restore peace. The UN had successfully stood up to an aggressor and had showed how international co-operation could work
- The Korean War saw, for the first time, the use of a process to bypass the use of the veto in the Security Council. The 'Uniting for Peace' resolution enabled the Assembly to organise a special emergency session if the Council did not act
- The fact that the UN forces were led by the USA damaged the UN in the eyes of some countries, who now looked upon the organisation as a tool of US foreign policy
- The success of the military intervention in Korea led to troops being used again in the future, e.g the UN sent in its own peacekeeping force to protect the Congo's government against rebels and restore political stability.

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

- The UN did not prove entirely effective after Korea, e.g. it had little impact on events in the Middle East where it could not prevent fighting. In June 1967, Israel ignored a UN Security Council ceasefire resolution
- Resolution 242 can be seen as the key turning point as it was the first time that the UN made official recognition of a refugee problem in its peacekeeping negotiations with warring states
- Namibia can be seen as the key turning point in the UN's history as it helped restore peace and a democratically elected government in an independent Namibia. This confirmed the UN's capabilities after a period of relative failure.

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

Question	Mark scheme
B5 (a)	Explain **TWO** ways in which the approach of the League in promoting health was similar to the approach of the UN in promoting health. **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

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

Indicative content

Relevant points may include the following:

- A similarity was that both organisations tried to promote health through international co-operation. Regular meetings and conferences were held at which member states discussed world health issues and possible solutions
- A similarity was that both organisations promoted health through special commissions. The League had commissions for health, drugs and children's welfare. The UN had WHO, UNICEF and FAO.

Question	Mark scheme
B5 (b)	Explain **TWO** causes of the UN's involvement in the Bosnia Crisis (1992-95). **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

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

Indicative content:

Relevant points may include the following:

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

Question	Mark scheme
B5 (c) (i)	How far was the lack of an army the main reason for the growing failure of the League to maintain peace in the years 1919-39? You may use the following in your answer: • the lack of an army • Manchuria (1931-33). 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

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Indicative content

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

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

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

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

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

Question	Mark scheme
B5 (c) (ii)	How far was the Yom Kippur War the key turning point in the UN's involvement in the Middle East in the years 1947-73? You may use the following in your answer: • the UN's role in Palestine (1947-49) • the Yom Kippur War (1973). 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.

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Indicative content

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

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

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

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

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