

INTERNATIONAL GCSE

History (9-1)

EXEMPLARS WITH EXAMINER COMMENTARIES
PAPER 2

Pearson Edexcel International GCSE in History (4HI1)



Contents

Introduction	1
1.1 About this booklet	1
1.2 How to use this booklet	1
1.3 Further support	1
1.4 Assessment objectives	2
Section A	3
Part question (a)	3
Question A1(a)	4
Exemplar response	5
Question A2(a)	6
Exemplar response	7
Question A3(a)	8
Exemplar response	10
Part question (b)	11
Question A1(b)	12
Exemplar response	13
Question A3(b)	14
Exemplar response	16
Part question (c)	18
Question A1(c)	19
Exemplar response	21
Question A2(c)	23
Exemplar response	24
Question A3(c)	27
Exemplar response A	29
Exemplar response B	33
Section B	36
Part question (a)	36
Question B2(a)	37
Exemplar response	38
Question B5(a)	39
Exemplar response	40
Part question (b)	41
Question B5(b)	42
Exemplar response	43
Question B6(b)	45
Exemplar response	46
Question B7(b)	47
Exemplar response	48
Part question (c)	50
Question B2(c)(ii)	53
Exemplar response A	55
Exemplar response B	59

Question B4(c)(ii)	61
Exemplar response	63
Question B5(c)(i)	66
Exemplar response A	68
Exemplar response B	71
Question B6(c)(ii)	73
Exemplar response	75
Question B7(c)(ii)	77
Exemplar response	79

Introduction

1.1 About this booklet

This booklet has been produced to support teachers delivering the Pearson Edexcel International GCSE in 4HI1/02 History specification. The Paper 2 exemplar materials will enable teachers to guide their students in the application of knowledge and skills required to successfully complete this course. The booklet looks at questions from a selection of the options in Sections A and B from the June 2019 examination series, showing real candidate responses to questions and how examiners have applied the mark schemes to demonstrate how student responses should be marked.

1.2 How to use this booklet

Each item covered in this booklet contains:

- Question
- Mark scheme
- Exemplar responses for the selected question
- Example of the marker grading decision based on the mark scheme, accompanied by examiner commentary including the rationale for the decision and, where relevant, guidance on how the answer can be improved to earn more marks.

NB Responses are marked according to the generic mark scheme with further guidance given in question-specific indicative content. For each question exemplified, both generic and indicative content have been provided.

The examples highlight the achievement of the assessment objectives at lower to higher levels of candidate responses.

Centres should use this content to support their internal assessment of students and incorporate examination skills into the delivery of the specification.

1.3 Further support

A range of materials is available from the Pearson qualifications website to support you in planning and delivering this specification.

Centres may find it beneficial to review this document in conjunction with the Principal Examiner's Report and other assessment and support materials available on [the Pearson Qualifications website](#).

1.4 Assessment objectives

This document references the assessment objectives, which are as follows:

		% in International GCSE
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied	34%
AO2	Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts	36%
AO3	Use a range of source material to comprehend, interpret and cross-refer sources	15%
AO4	Analyse and evaluate historical interpretations in the context of historical events studied	15%

Section A

Part question (a)

Generic mark scheme

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

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

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Question A1(a)

Option 1: The origins and course of the First World War

Describe **TWO** features of **EITHER** the Triple Alliance **OR** the Bosnian Crisis (1908–09).

Indicative mark scheme

Question	Mark scheme
A1 (a)	<p>Describe TWO features of EITHER the Triple Alliance OR the Bosnian Crisis (1908–09).</p> <p>Target: A01 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for the Triple Alliance:</p> <ul style="list-style-type: none">• The Triple Alliance was a treaty between Germany, Austria-Hungary and Italy – it lasted until the outbreak of the First World War• The Triple Alliance provided that each party would give military support to the others in the event of war. <p>For example, for the Bosnian Crisis (1908–09):</p> <ul style="list-style-type: none">• The Bosnian Crisis occurred when Bosnia was annexed by the Austro-Hungarian Empire in 1908 – this was opposed by Serbia, which claimed that Bosnia was rightfully theirs• The Bosnian Crisis almost sparked war in Europe because Russia made clear its support for its Serbian allies against Austria – however, Russia began to back down when Austria secured the support of Germany.	

Exemplar response

(a) Between 1908 and 1909, the Bosnian Crisis occurred. During this period of time, the Ottoman empire was the 'sick man' of Europe and had lost control of the Balkans. The Bosnian crisis started when Austria-Hungary had taken control over Bosnia and Herzegovina. Unfortunately, Serbia wanted control over them too as they were both Slavs and had access of the Mediterranean sea.

This created tension between Austria-Hungary, who was supported by Germany, and Serbia, who was supported by Russia. Serbia and Russia therefore retreated as they were scared of the power of Austria-Hungary and Germany. The Bosnian Crisis therefore strengthened the alliance between ~~both~~ both sets of countries, but especially Germany and Austria-Hungary.

Examiner's comments:

This response was given 6 marks.

To score well on this question, candidates are required to identify two features of the Bosnian Crisis and demonstrate an understanding of the crisis by providing relevant and precise information. Although the answer might have concentrated a little more on the events of the crisis, two features are identified, and knowledge is used to explain them.

Question A2(a)

Option 2 Russia and the Soviet Union, 1905-24

Describe **TWO** features of **EITHER** the *Potemkin* Mutiny **OR** the influence of Rasputin.

Indicative mark scheme

Question	Mark scheme
A2 (a)	<p>Describe TWO features of EITHER the <i>Potemkin</i> Mutiny OR the influence of Rasputin.</p> <p>AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for the <i>Potemkin</i> Mutiny:</p> <ul style="list-style-type: none">• The mutiny on the battleship <i>Potemkin</i>, based in the Black Sea, began in June 1905. Crew members killed 18 of their officers and took control of the ship themselves• The Tsar ordered several battleships to confront the <i>Potemkin</i>; they all failed to stop it escaping to safety in Romania. <p>For example, for the influence of Rasputin:</p> <ul style="list-style-type: none">• Rasputin had a strong influence on the Tsar and Tsarina. They believed he possessed mystical qualities, essential to the survival of their son and heir, Alexei• Rasputin influenced the conduct of government. He is alleged to have used his influence over the Tsarina in the appointment and sacking of several government ministers.	

Exemplar response

(a) One key feature of the Potemkin Mutiny in 1905 was that it began because the sailors were tired of the awful living standards. The cooks on the ship reported that the meat meant for ~~the~~^a meal for sailors was full of maggots. The ship doctor looked at it and deemed it safe for the sailors to eat. The sailors however continued to become more unruly and so the captain shot one of the key ~~most~~ leaders. That was when the sailors seized the ship.

Another key feature of the Potemkin mutiny was that it encouraged other riots to break out. Other sailors on the base were rioting and ~~a~~ civilians also joined in the protest. The Tsar called the army to deal with the riots and around 1000 people were shot.

Examiner's comments:

This response was given 6 marks.

The essence of this question is that it tests Assessment Objective 1. So, candidates are not asked to provide explanations of the causes or consequences of the given topic. Instead, candidates are expected to demonstrate an understanding of the topic by providing relevant and precise information about its features. Features of a period can include aspects such as attitudes and relationships as well as relevant events. In some cases, however, candidates will show such an understanding and demonstrate their historical knowledge of the context and features of the event, while also including treatment of second order concepts, such as cause, consequence or change. Under such circumstances, marks can be awarded. The response given here is an example of such an approach.

Question A3(a)

Option 3: The USA, 1918-41

Describe **TWO** features of **EITHER** mass production **OR** the Tennessee Valley Authority.

Generic mark scheme

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

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

Indicative mark scheme

Question	Mark scheme
A3 (a)	<p>Describe TWO features of EITHER mass production OR The Tennessee Valley Authority.</p> <p>A01 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for mass production:</p> <ul style="list-style-type: none"> • Mass production introduced conveyor belt techniques. Henry Ford used it in his factories. Huge numbers of identical cars were produced and the process brought down prices • Mass production was used across a wide variety of industries and involved the use of assembly lines and division of labour. Each worker did the same task over and over again and became very efficient. <p>For example, for the Tennessee Valley Authority:</p> <ul style="list-style-type: none"> • This was an example of a New Deal measure to revive the economy and create work. It built a series of dams that could create hydro-electricity and bring greater commerce to the region • It was an example of how the New Deal used federal powers. The river ran across seven states and the new scheme was only possible because it was coordinated by central government. 	

Exemplar response

(a) Mass production became popular in the build up to 1920 (start of the economic boom). Henry Ford came up with production lines which increased the productivity of factories and really made a name for himself.

Examiner's comments:

This response was given 3 marks.

The response has not demonstrated a good knowledge and understanding of the period of study. At best, it provides a little evidence to show that mass production was something to do with the boom, involved production lines and Henry Ford had something to do with it. Consequently, it was marked at low Level 2.

Part question (b)

Generic mark scheme

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

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

Question A1(b)

Option 1: The origins and course of the First World War

How far does Source A support the evidence of Source B about the Battle of Jutland? Explain your answer.

Indicative mark scheme

Question	Mark scheme
A1 (b)	<p>How far does Source A support the evidence of Source B about the Battle of Jutland? Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and difference must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include:</p> <ul style="list-style-type: none">• The sources agree that the British fleet was substantial – Source B calls it 'much stronger' and a 'superior' force while Source A refers to the appearance of 'our main fleet'• The sources agree that the British fleet incurred significant losses at Jutland – Source A refers to these losses as 'heavy' and Source B also implies this ('several times greater')• The sources agree that the German fleet incurred losses – Source A states that it was 'severely damaged' while Source B admits the loss of 'several of our ships and many brave sailors'. <p>Points of difference may include:</p> <ul style="list-style-type: none">• Source B claims that Jutland was a German victory proving that its fleet could overcome the British in battle – however, Source A states that the Germans avoided 'prolonged battle' and makes no reference to victory or defeat. <p>Points regarding extent may include:</p> <ul style="list-style-type: none">• There is some agreement between Sources A and B that a major battle has taken place, both admitting losses and both claiming to have inflicted serious damage on the opposition• The sources strongly disagree about the outcome of the battle – Source B claims a German victory of some significance while Source A implies that the Germans simply retreated to port in the face of superior forces.	

Exemplar response

(b) Both Source A and Source B talk about the Battle of Jutland and the events that occurred. In Source B, written ~~for~~ from a speech made in the German parliament; says that the Germans suffered and that many of their "ships and many brave sailors have been lost". Source A, written by the British navy, supports that evidence by mentioning that the Germans had been "severely damaged". Furthermore, Source B mentions that the British ships and sailors were also lost. This point is supported by Source A which states that the British "losses were heavy", ~~losing~~ their "cruisers were sunk"; abandoned or destroyed. On the other hand, In Source B, the speaker says that the "enemy losses ~~were~~ were [are] several times greater" and that the Germans came out victorious. Source A states that the German losses were large and that when ~~the~~ in the British navy's "main forces appeared, their (Germans) fleet returned to port". Source A does not mention a winning side, but ~~they~~ it does imply that Germany left before the battle was over.

Examiner's comments:

This response was given 5 marks.

The response has made a strong case for similarity between the sources, providing effective quotations to establish that there were losses on both sides. There is an element of non-corroboration in the suggestion that one source suggests that British losses were greater and the Germans victorious, but this is not supported in the other source. Such an approach takes the answer into Level 2, but there is no consideration of the extent of support, so Level 3 is not reached.

Question A3(b)

Option 3: USA, 1918-41

How far does Source A support the evidence of Source B about the impact of prohibition?

Generic mark scheme

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

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

Indicative mark scheme

Question	Mark scheme
A3 (b)	<p>How far does Source A support the evidence of Source B about the impact of prohibition?</p> <p>Explain your answer.</p> <p>Target: AO3 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and difference must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> Sources A and B agree there was an increase in criminality. Source A says a criminal business has been created. Source B says that there was an increase in murder and other crimes Sources A and B agree that prohibition was being undermined by finding other ways to get alcohol. Source A talks about illegally imported alcohol and Source B mentions bootlegging. <p>Points of difference may include:</p> <ul style="list-style-type: none"> Sources A says that prohibition has created criminality, but Source B says that the criminals already existed. They just switched the area they operated in Source A says prohibition has created a contempt for the law. Source B says it has led to more obedience of the law. <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> There are some similarities between Sources A and B with both mentioning that during the time of prohibition there was criminality The sources strongly disagree about the impact on society. Source A emphasises the negative impact, whereas Source B sees prohibition as a force for good. 	

Exemplar response

(b) Both Source A and B agree ~~that~~ to an extent that prohibition has had some negative impacts such as 'criminal business' in Source A, this idea is corroborated in Source B that states there ~~was~~ ^{was} ~~been~~ an increase in 'murder, manslaughter, burglary'. Furthermore both sources agree that due to prohibition laws were broken. Source A talks about 'illegally imported' alcohol and Source B continues this idea with the mention of 'bootlegging' which is the smuggling of alcohol therefore directly agree about the ^{illegal} distribution of alcohol.

However Source A and Source B partly have very contrasting tones, with Source A depicting effects of prohibition to be much more extreme than Source B. Source A uses the word 'everywhere' and the emphasis on effecting 'young and old' suggests effects were wide spread. However in Source B it directly contrasts saying the 'vast majority' were not impacted and went 'quietly about their work', which strongly disagrees with Source A. Furthermore ~~that~~ Source B suggests prohibition only effected 'already criminals' who 'shifted' from already committing crimes to 'bootlegging' this implies prohibition had less of an effect than in Source A, on less people.

Both sources agree that bootlegging caused by prohibition was an economic opportunity. Source A says it was worth 'hundreds of millions of dollars', repeated in Source B which says the reason people committed crimes was to 'make money', which agrees with Source A to a strong extent.

Overall although Source A and B both agree on aspects of prohibition such as illegal activity and money opportunity, the sources strongly disagree on extent of impact: both number of people and the negative effects, with differing attitudes ^{very} and focuses.

Examiner's comments:

This response was given 8 marks.

This is an excellent response. The candidate has interrogated the sources to find agreement about the negative side of prohibition and about attempts to overcome the restrictions on the supply of drink. Disagreement in the sources is also highlighted with reference to the impact of prohibition. An attempt is made, whilst explaining similarity and difference, to consider the extent of agreement/disagreement, using terms such as 'directly contrasts'. The final paragraph draws this discussion on the extent of similarity together in an effective and convincing manner.

Part question (c)

Generic mark scheme

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

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

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

Question A1(c)

Option 1: The origins and course of the First World War

Extract C suggests the German navy did not pose a threat to Britain in the First World War.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

Indicative mark scheme

Question	Mark scheme
A1 (c)	<p>Extract C suggests the German navy did not pose a threat to Britain in the First World War.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content:</p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> Source A claims that the British navy inflicted serious losses on the Germans at Jutland and implies that it was forced to retreat Source B concedes the losses of several ships, the damage to others and the deaths of many German sailors Extract C refers to Britain's naval superiority for much of the war and claims that the German navy was unable to prevent the movement of allied troops and the blockade of German ports Britain's long-standing naval supremacy and the scale of its pre-war spending meant Germany's navy was significantly out-gunned – Jutland was one of the few occasions it tempted the British fleet into battle but it did not alter the <i>status quo</i>. <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> Source A indicates that Germany's fleet was able to inflict serious damage on the British at sea Source B claims that the British losses at Jutland were significant suggesting that the German navy did pose a threat to Britain Extract C indicates that the German fleet was superior in certain aspects, e.g. superior gunnery and ship design Though the Germans failed to break Britain's naval supremacy during the war, the successful raids on coastal towns in 1914 and 1915 undoubtedly affected British morale while the U-boat fleet inflicted major disruption on the British war effort. 	

(b) continued) Britain was faced with many threats during the war. Germany was a powerful nation that had a lot of good ships and soldiers. Britain was well known for its navy and believed that it had the strongest one. Unfortunately, it lost a lot of ships and sailors during the First World War.

The German navy had launched many attacks on the British fleets especially in the North Sea. Germans ~~also~~ had created U-boats which were well equipped and modern. "The German fleet demonstrated superior ^(contact C) gunnery and ship design" which the British tried to replicate or develop. The German navy and the British navy throughout the first world war, tried to build the most ships and the better ones. There was always tension and rivalry between the two, making us believe that the British felt threatened by the Germans. During the Battle of Jutland, a German speaker in the parliament stated that the German fleet was "able to face a superior British force and gain a victory" (Source B) and that the British navy had lost a lot more ships and sailors than the German navy. This shows that the German ships were more protected and were well made compared to the British ships. Furthermore, Germans had used unrestricted submarine warfare, catching British ships by surprise and sinking them, causing a lot of goods, such as food and arms to get lost, angering Britain and making them realise that the Germans had developed a good strategy and were winning, making Britain feel even more threatened.

continue.

(c) On the other hand, even though Germany's navy was very good and had well designed ships, the British navy were still a superior force. Even a German admiral said, after the Battle of Jutland that the British navy was "a much stronger enemy". (Source B)

Britain had made more ships than Germany and "made possible the crippling blockade of the German coast" (extract). During the battle of Jutland, the German fleets had been "severely damaged" (Source A) and had left before the battle was over. The German navy claimed they had won the battle, but they did not completely destroy the British fleet. Furthermore, British code-breakers had managed to decode the Germans' communication lines and always knew when and where they were going to hit. The British navy was therefore able to prepare themselves in different battles such as the Battle of Jutland and other ~~events~~^{attacks} launched by the Germans. This made the British navy more confident and less threatened. Britain had also developed Q-boats which were armed ships disguised as merchant ships, so that when the Germans wanted to sink them, the British sailors were ready to attack.

To conclude, there was always tension ~~bet~~ and rivalry between the German and British navy. Both navies felt threatened by one another, but they were also both strong and had good ships.

Examiner's comments:

This response was given 10 marks.

The response uses evidence from the sources and the extract to show that there are different judgements which can be made about the interpretation. Evidence from the sources to support the interpretation is a little weak, but there is good use of contextual knowledge in explaining the points made. Where the response is disappointing is in making an overall judgement. The response goes 'straight into' addressing the answer and the conclusion is superficial. It is this lack of convincing overall judgement which prevented the responses from achieving a higher mark.

Question A2(c)

Option 2 Russia and the Soviet Union, 1905-24

Extract C suggests that the main reason for the overthrow of the Provisional Government was the actions of the Bolsheviks.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

Indicative mark scheme

Question	Mark scheme
A2 (c)	<p>Extract C suggests that the main reason for the overthrow of the Provisional Government was the actions of the Bolsheviks.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content:</p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> Source A states that the Provisional Government was acting 'under pressure' from the Bolsheviks, suggesting that they were a force in Russian politics in 1917 Extract C refers to the self-confidence and 'ruthlessness' of the Bolsheviks and their dedication to bringing about a revolution in Russia Lenin's leadership, e.g. the April Theses and his drive for a second revolution, and also Trotsky's organisational skills, were key to the overthrow of the Provisional Government. <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> Both Sources A and B and Extract C, refer to the fact that Russia was at war with Germany, a major reason for the decline in popularity of the Provisional Government Both Sources A and B refer to the Kornilov Revolt, which seriously weakened the Provisional Government Source B suggests that the Provisional Government lacked the support of some of the most influential in Russia as well as powerful elements in the army Extract C states that the Provisional Government was 'unsure of its own authority', a result of its lack of electoral legitimacy The Provisional Government had to share power with the St Petersburg Soviet and made crucial mistakes both in its conduct of the war and in its programme of reform, all of which contributed to its overthrow. 	

Exemplar response

Paste yo

10) ~~I agree but the Provisional~~

I agree strongly that the main reason for the overthrow of the Provisional government was the actions of the Bolsheviks. I say this because from the start of the provisional government, the elected leaders had no idea as to what ~~about~~ were the needs and wants of the people and they weren't very sure as to what decision they were going to take about the war as mentioned in Extract C, 'it had no choice other than to continue with the war', whereas the Bolsheviks knew that war need to stop and the people of Russia was tired and frustrated. This meant that the people of Russia could support the Bolsheviks as the Bolsheviks wanted to stop war. Moreover, the leader of the Bolsheviks, Lenin, knew exactly what the peasants and people of Russia wanted. Lenin knew that there was a shortage of food and peasants in the country-side wanted land reforms. Therefore the Bolsheviks worked accordingly to what the people of Russia wanted. This gained the Bolsheviks support from the Russians.

Another weakness of the provisional government included how they were far more concerned about the leaders of the provisional government and who was going to be the leader and was more ~~discontent~~ discontent towards the other problems faced by the people of Russia. Therefore the weaknesses of the Provisional government were advantages for the Bolsheviks.

Overall, Bolsheviks knew what the people of Russia wanted and

(1c) continued) this allowed them to overthrow the provisional government, thus the actions of the Bolsheviks was the main reason as to why the provisional government was a failure.

Examiner's comments:

This response was given 5 marks.

The response agrees with the hypothesis that the main reason the Provisional Government was overthrown was the actions of the Bolsheviks. However, there is very limited analysis of the provided materials to support this argument and the judgement is asserted, rather than justified. There are some valid comments and a suggestion of contextual knowledge, so a mark at the lower end of Level 2 was awarded.

Question A3(c)

Option 3: The USA, 1918-41

Extract C suggests that prohibition did enormous damage to American society.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

Indicative mark scheme

Question	Mark scheme
A3 (c)	<p>Extract C suggests that prohibition did enormous damage to American society.</p> <p>How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content:</p> <p>Relevant points that support the view may include:</p> <ul style="list-style-type: none"> • Source A says that prohibition harms the morals of young and old and corrupts politicians • Source B says that there has been an increase in murder, manslaughter and theft. So that is doing society harm • Extract C says that people were finding ways around prohibition, even at the White House. This damaged respect for the law and was harmful to society • Prohibition meant that industries that made alcohol had to close down. This created unemployment for people previously working in brewing. Some farmers also suffered. <p>Relevant points to counter the view may include:</p> <ul style="list-style-type: none"> • Source B says that prohibition led to more people obeying the law and more respect for morality and religion. This suggests prohibition improved society • Source B says that prohibition did not make any difference to crime. The criminals already existed, they just moved to the alcohol trade • There is a suggestion in Source B that prohibition had a positive impact, but that this was not reported in the press • Many women's groups, such as the Anti-Saloon League of America, had supported the introduction of prohibition because of domestic violence and poverty created by drink. This did decline after it became harder to get alcohol. 	

Exemplar response A

(c) prohibition, which ~~was~~ began with the 18th Amendment of the Constitution in 1919 and officially brought about as law with the Volstead Act 1920, had many negative impacts on society such as ^{gang related and illegal supply} crime and also economic impacts which both proved detrimental to society, however positive impacts such as improved health and efficiency of workers and people were also effects. Overall I agree with the interpretation to a strong extent as the majority of impacts were harmful to society.

Source A ~~supports~~ supports the interpretation as economic impacts such as 'no tax' came from prohibition, by 1924 \$11 million was lost from lack of taxes on alcohol which supports the argument. Furthermore widespread illegal activity affecting 'young and old' ~~people~~ such as, in Source A 'illegally imported' alcohol and corroborated in Source B as 'increase in murder, manslaughter, burglary', in Chicago alone over 200 gallons of illegal alcohol was produced and in New York there were plus 400 speakeasies selling illegal and often 'poisoned liquors'. ~~Source C also mentions the production of moonshine.~~ In Chicago, 1924, there were 200 gang related crimes which supports the statement strongly as prohibition did enormous damage to society, ~~economic~~ the economy which ~~was~~ ^{was} ~~already~~ massively effected as well as leading to corruption as mentioned in Source A from 'politicians'. Many politicians were elected ~~to~~ who supported gangsters and were anti-prohibition which allowed illegal activity to continue further harming society. In Source C this idea

(c) Prohibition, which ~~started~~ began with the 18th Amendment of the Constitution in 1919 and officially brought about as law with the Volstead Act 1920, had many negative impacts on society such as ^{gang related and illegal supply} crime and also economic impacts which both proved detrimental to society, however positive impacts such as improved health and efficiency of workers and people were also effects. Overall I agree with the interpretation to a strong extent as the majority of impacts were harmful to society.

Source A ~~suggests~~ supports the interpretation as economic impacts such as 'no tax' came from prohibition, by 1924 \$11 million was lost from lack of taxes on alcohol which supports the argument. Furthermore widespread illegal activity affecting 'young and old' ~~people~~ such as, in Source A 'illegally imported' alcohol and corroborated in Source B on 'increase in murder, manslaughter, burglary', in Chicago alone over 200 gallons of illegal alcohol was produced and in New York there were plus 400 speakeasies selling illegal and often 'poisoned liquors'. ^{Source C also mentions the production of 'moonshine'.} In Chicago, 1924, there were 200 gang related crimes which supports the statement strongly as prohibition did enormous damage to society, ~~economic~~ the economy which ^{was} ~~was~~ ~~already~~ massively effected as well as leading to corruption as mentioned in Source A from 'politicians'. Many politicians were elected by who supported gangsters and were anti-prohibition which allowed illegal activity to continue further harming society. In Source C this idea

((c) continued) of effect to the government is further supported as 'salcohol' and 'poker parties' were held at 'the White House' showing the extent of corruption. Source C also supports the statement as 'moonshine' was produced which was fatal to many people in the US, showing the enormous damage to society.

~~On the other hand~~ On the other hand, source B suggests a lesser impact of prohibition, stating that the crime was caused by 'already criminals' and the majority of people did not commit illegal crimes. 40% of the W population were in favour of the law including the Women's temperance organisation and religious groups as they believed alcohol was detrimental to society. This is supported in source C which says 'drink had led people to take time off work' and 'social problems', ^{suggesting} ~~saying~~ that productivity was improved due to prohibition. Source B also states that more people had 'greater respect for morality and religion' implying that effects of prohibition were not widespread or large, disagreeing strongly with the interpretation. The health as well as productivity due to health increased and from 1920-1929, liver disease cases dropped to 10.7/1000 showing positive impact of prohibition. This is supported by source B as most people went 'quietly about their work', 'quietly' suggests little impact of prohibition on the majority.

Overall, I agree ^{to a great extent} with the interpretation as the limited positive effects such as the health benefits and

((c) continued) *partial increase in productivity are outweighed by the extreme detrimental effects on the economy and criminalising normal people, which increased rate of crime and also caused large corruption in the government, all of which caused enormous damage to society as prohibition was ineffective.*

Examiner's comments:

This response was given 16 marks.

This is an impressive response. The candidate has addressed all four components of the mark scheme at the highest level. In evaluating the interpretation, the response considers a number of alternative views before coming to a judgment, extensive use is made of Sources A and B and Extract C, and contextual knowledge is woven into the explanation throughout the response. There is a sustained and coherent judgement, which is established at the beginning of the response, referred to throughout and revisited and reinforced in a highly effective conclusion. This is clearly a top Level 4 response.

Exemplar response B

(c) Drinking had led people to ruin ~~their~~ their lives. People started having a work having problem with their family at home so the USA decide to make it illegal to drink alcohol but even till today people still drink the only thing that changed is the age amount and people knowing the effect of alcohol on your body. anyway in source A and B show you how people did the opposite of what the government wanted. The government wanted to stop murder, theft and other crimes but people did it more. There was an increase in some thing in effect the government wanted people to stop drinking but it led to things the people who were drinking did thing they didn't want but it still increased all they were for to do is to prevent alcohol abuse but it failed but by time it decreased after people got to know what alcohol dose to your body.

(c) Drinking had led people to ruin ~~themselves~~ their lives. People started looking for work having problems with their families at home so the UAA decided to make it illegal to drink alcohol but even till today people still drink. The only thing that changed is the age amount and people knowing the effect of alcohol on your body. Anyway, in sources A and B show you how people did the opposite of what the government wanted. The government wanted to stop murder, theft and other crimes but people did it more. There was an increase in the same thing in e.g. the government wanted people to stop drinking cuz it led to things the people who were drinking did things they didn't want but it still increased all they were able to do is to prevent alcohol abuse but it failed but by time it decreased after people got to know what alcohol does to your body.

((c) continued) even some of the enthusiastic
didn't agree. Because a lot of people
seem to enjoy drinking it even say
in extract C "even those who don't do to
the prohibition drank alcohol at poker games held
in the white house", even ~~at~~ ordinary
people still bought illegal alcohol they smuggled
moonshine or bootlegged into the country.
Prohibition was not working back then people
disagree with it that this started doing
the opposite of prohibition men it affected
the American society but by this
they understood why they had kept
Prohibition.

Examiner's comments:

This response was given 6 marks.

There is some evidence of source use, with reference to Source A and Extract C, and a valid comment is offered to agree with the interpretation. Towards the end of the response, relevant contextual knowledge is included and linked to the evaluation. These are rewardable at Level 2, but as the candidate does not consider alternative views and is, therefore, not able to come to a meaningful judgement about the validity of the interpretation, a mark in the middle of the range was awarded.

Section B

Part question (a)

Generic mark scheme

Targets: A01 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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

Question B2(a)

Option 2: Changes in Medicine, 1848-c1948

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.

Indicative mark scheme

Question	Mark scheme
B2 (a)	<p>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.</p> <p>Targets: A01 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one similarity.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• 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.	

Exemplar response

(a) One way in which the role of women in medical care during the First World War^(WW1) was similar to the role of women in medical care during the Second World War^(WW2) was that, due to the war, many male women received jobs in medical care. During ~~the~~ both world wars, many of the male population were fighting and were involved in the war and therefore allowed for women to take over medical professions such as ~~nurses~~^{nurses}, doctors, engineers and many others. For example, during World War Two^(WW2), between ~~1939 to 1945~~ 1939 to 1945, there were twice as many women than men in England, and ^{roughly} 215 more jobs were available in the first two years of the war.

~~The~~ Another similarity between the role of women in ~~the~~ medical care during WW1 and WW2 was that by then nursing and women as doctors had been accepted, and this therefore meant that, during the two wars, women were allowed to help at the front lines, or in isolation hospitals, in order to care and treat injured soldiers.

Examiner's comments:

This response was given 4 marks.

The candidate has argued that there were two distinct similarities in the work of women in the two wars. An analysis of the response suggests, however, that the argument is, in reality, limited to suggesting that in both wars they were able to play a significant role in providing medical care. Some specific (though not always accurate) information has

been provided to support the explanation, so a mark towards the top end of Level 2 was awarded.

Question B5(a)

Option 5 The Changing Role of international organisations: the league and the UN, 1919-C2011

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.

Indicative mark scheme

Question	Mark scheme
B5 (a)	<p>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.</p> <p>Targets: A01 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/difference).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 3 marks for an answer dealing with only one difference.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• 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.	

Exemplar response

(a) One way the UN's involvement ~~of~~ in the ~~2003~~ invasion of Iraq, and 2003 invasion of Iraq differed was the response. In the first gulf war, the UN responded quickly and efficiently in Operation Desert Storm in which they launched air attacks and secured ground operations, ~~allowing~~ improving its reputation and setting the system for future operations. However, in the second gulf war, it was the US that invaded Iraq and ~~stopped~~ Saddam Hussein fell, without the UN's approval. This worsened the UN's reputation as they were sidelined by the USA and could not stop Bush, so the UN appeared weak. Another way UN involvement differed was the cause for conflict. The first gulf war needed ~~the~~ UN involvement as Saddam Hussein threatened the ~~instabi~~ stability in the region and the UN's weapons checks found illegal weapons, so ^{Iraq} ~~it~~ was then monitored and ~~disar~~ disarmed. However, the second invasion was as Bush thought Iraq threatened the USA with terrorism ~~as~~ due to 9/11, and as weapons checks found nothing, they invaded on a claim that they were developing WMDs which was wrong. Therefore, UN involvement was ~~unneeded~~.

Examiner's comments:

This response was given 6 marks.

The candidate clearly explains the differences between the UN's role in the 1991 and 2003 invasions. The response, correctly, concentrates on writing about UN involvement, whereas some candidates strayed into explaining the general differences between the invasions themselves.

The response finds two differences, in terms of the response of the UN and the impact on its reputation and the need for the UN to be involved at all. Each difference is

supported with contextual knowledge and genuine comparisons have been made. Thus, a mark at the top of Level 3 was awarded.

Part question (b)

Generic mark scheme

Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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

Question B5(b)

Option 5 The Changing Role of international organisations: the league and the UN, 1919-C2011

Explain **TWO** causes of the UN's success in Mozambique (1990–94).

Indicative mark scheme

Question	Mark scheme
B5 (b)	<p>Explain TWO causes of the UN's success in Mozambique (1990–94).</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• 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.	

Exemplar response

(b) One reason cause for the UN's success in Mozambique was ~~the or~~ that it was after the end of the Cold War. This meant that cooperation ~~was available~~ between the USA and ~~USSR~~ P VSSR was available as they were less inclined to use the veto for national interests. Therefore, a task force could be ~~used to~~ sent to Mozambique to help maintain a ceasefire, ~~monitor~~ send humanitarian aid, and advise on issues. This was successful and led to peace in Mozambique. This also improved the UN's reputation as its methods helped Mozambique in the long-term. The result of this showed that when international cooperation (between the US and USSR) ~~was~~ worked and could be used for maintaining international peace. The UN were successful in Mozambique due to this. Another reason the UN was successful in Mozambique was that peace in the region was wanted. After a civil war between militias, the government and the resources were strained. Therefore They then signed a General Peace Agreement (GPA) and asked for the UN to send peacekeeping forces to help maintain it. The UN sent a task force and the UN Mission in Mozambique

((b) continued) to help maintain order and give relief. It also helped them work for a stable government. This was welcomed by Mozambique, therefore, the UN ~~had~~ ^{it} was able to successfully complete its mission. This showed that if a country is willing to work for peace and security, then the UN's missions would be more successful.

Examiner's comments:

This response was given 8 marks.

The candidate has correctly identified two causes of the UN's success in Mozambique, the end of the Cold War and the desire within the country for peace. The response clearly identifies and analyses two causes and provides accurate and relevant material to support the explanation.

Question B6(b)

Option 6: The changing nature of warfare and international conflict 1919-2011

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

Indicative mark scheme

Question	Mark scheme
B6 (b)	<p>Explain TWO causes of Allied success against German U-boats in the Atlantic during the Second World War.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• 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.	

Exemplar response

b) one reason for success is because of the development of a radar. developed and implemented in 1940 radars allowed ships to detect submarines accurately. This stripped the U-Boats of their main advantage. stealth, meaning British ships could destroy German U-Boats at their leisure.

Another reason for allied success is the 'Convoy' tactic. This involved putting merchant ships carrying ^{vital} supplies between Britain and the USA with war ships. meaning the U-Boats couldn't just pick off merchant ships.

Examiner's comments:

This response was given 5 marks.

The candidate has identified two reasons for the success of the Allies in defeating the German U-boat threat. Neither example is well-developed, but there is a degree of specific information provided to support the explanation and a mark at the top of Level 2 was therefore awarded.

Question B7(b)

Option 7: The Middle East: conflict, crisis and change, 1917-2012

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

Indicative mark scheme

Question	Mark scheme
B7 (b)	<p>Explain TWO causes of the Suez Crisis (1956).</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one cause.</p> <p>Indicative content:</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• 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.	

Exemplar response

(b) One cause of the Suez Crisis in 1956 was appointment of Nasser who overruled the king following the policies of the Arab-Isreali War in 1948 which they refer to as 'Al-Naqba' meaning 'the catastrophe'. When Nasser became in charge he launched a mass campaign of Arab Nationalism which in turn, greatly influenced his decision to nationalise the Suez Canal. As a result of this nationalisation of the Suez, Britain and France were put in as they could no longer trade worldwide. This as a result caused the Suez Agreement to be made between Britain, France and Israel which outlined its methods of regaining the Suez Canal.

Another cause of the Suez Crisis was the IDF attacks on Gaza. As a result of this, Nasser was under pressure to maintain his popular image that he had built through his strong message of Arab Nationalism and as Gaza incidents began to shake through the streets, "give us weapons!" Due to this, Arab Nasser made an arms deal with the USSR which was a great concern to the US as it looked like the USSR were gaining another ally. When this happened, US therefore offered to help fund the construction of the Aswan Dam in order to lure Nasser away from the USSR. The US then took back this offer however which stifled Nasser's nationalisation of the Suez Canal to prove he did not need overseas aid, hence causing the Suez Crisis.

Examiner's comments:

This response was given 7 marks.

The response shows that the candidate clearly recognises the importance of Nasser in the Suez Canal. The first paragraph of the answer explains how his support for Arab nationalism led to the nationalisation of the Suez Canal and forced Britain and France to take action, causing the 'Suez crisis'. The second point made is that Egypt's growing closeness to the Soviet Union offended the USA, which took action that resulted in Nasser's nationalisation. The link between this nationalisation and the crisis is less well developed in this paragraph, so full marks were not awarded.

Part question (c)

Generic mark scheme

Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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

4	13–16	<ul style="list-style-type: none"> • An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p>No access to Level 4 for answers that do not go beyond two aspects.</p>
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Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	<ul style="list-style-type: none"> • An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] <p>Maximum 6 marks for Level 2 answers that do not go beyond two aspects.</p>

3	9–12	<ul style="list-style-type: none"> • An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p>Maximum 10 marks for Level 3 answers that do not go beyond two aspects.</p>
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4	13–16	<ul style="list-style-type: none"> • An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p>No access to Level 4 for answers that do not go beyond two aspects.</p>
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Question B2(c)(ii)

Option 2: Changes in Medicine, 1848-c1948

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.

Indicative mark scheme

Question	Mark scheme
B2 (c) (ii)	<p>How significant was the work of Robert Koch in improvements in medicine in the years 1860–1914?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> Robert Koch's work on bacteriology the magic bullet. <p>You must also use information of your own.</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that it was significant may include the following:</p> <ul style="list-style-type: none"> 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'. <p>Relevant points that suggest its significance was limited may include the following:</p> <ul style="list-style-type: none"> 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. 	

Exemplar response A

(c)(i) OR (c)(ii) Undoubtedly the work of Koch on bacteriology was extremely significant in improving medicine in the years 1860-1914. Yet the most notable was extremely significant as well as Marie Curie's work in radiology. ~~His work to form antiseptic and aseptic surgery~~

Koch arguably was extremely important in improving medicine due to his work concerning bacteria. Koch experimented with bacteria cultures to determine what specific organism microorganism caused a specific disease. The improvement of microscopes facilitated his findings as they were advanced enough to see microorganisms. Moreover Koch experimented with industrial dyes to stain specific microorganisms so they were easier to observe as well as developing the use of agar jelly and petri dishes. In 1882 Koch and his team identified the microorganism causing TB, and in the next year the microorganism causing cholera. Arguably these discoveries were the most significant in medicine because he paved the way for the study of bacteriology, and named the Father of bacteriology. The discovery also allowed diphtheria, meningitis and dysentery to be identified and later cured. His work was key to the eventual development of vaccines and cured and saved many lives, even today. Koch's work also solidified Pasteur's ideas of germ theory and disproved spontaneous generation which prevented the correct treatment of many diseases, shortening life.

(c)(i) OR (c)(ii) Undoubtedly the work of Koch on bacteriology was extremely significant in improving medicine in the years 1860-1914. Yet the most notable was extremely significant as well as ^{Marie Curie's work in radiology} ~~the implementation of Pasteur's Germ Theory~~ ~~his work to form antiseptic and aseptic surgery~~

Koch arguably was extremely important in improving medicine due to his work concerning bacteria. Koch experimented with bacteria cultures to determine what specific organism microorganism caused a specific disease. The improvement of microscopes facilitated his findings as they were advanced enough to see microorganisms. Moreover Koch experimented with industrial dyes to stain specific microorganisms so they were easier to observe as well as developing the use of agar jelly and petri dishes. In 1882 Koch and his team identified the microorganism causing TB, and in the next year the microorganism causing cholera. Arguably these discoveries were the most significant in medicine because he paved the way for the study of bacteriology, he named the Father of bacteriology. The discovery also allowed diphtheria, meningitis and dysentery to be identified and later cured. His work was key to the ^{development} ~~eventual~~ of vaccines and cured and saved many lives, even today. Koch's work also solidified Pasteur's ideas of germ theory and disproved spontaneous generation which prevented the correct treatment of many diseases, ~~stunting~~ ^{stunting} life.

((c)(i) OR (c)(ii) continued) Another significant improvement in medicine was the magic bullet. In 1905, Ehrlich combined Koch's ideas of industrial dyes only stained specific ~~these~~ microorganisms and Behring's ideas that antitoxins only attacked certain microorganisms to look into a chemical that only attacked certain cells, leaving the other cells alive and healthy. In 1909, after 4 years of testing 606 chemicals, he eventually discovered the Salvarsan 606, a arsenic chemical compound with the ability to cure syphilis. This discovery lead to later other discoveries and essentially aided in the discovery of antibiotics such as Penicillin in 1928, and prontosil the 2nd magic bullet in 1932. It was significant in rather causing later discoveries in medicine, hence improving medicine rather than having a massive effect on curing people themselves.

Underiably, Marie Curie's work affected and saved many lives. It was her discoveries that paved the way for modern radiology techniques which continue to save lives, even today, as well as saving many within her life time from cancer which didn't have ~~one~~ effective treatment before. In 1903, due to her discovery of radium and polonium she was awarded a Nobel Prize in physics joint with her husband Pierre and Baquerel. After Pierre's tragic demise in a ^{fatal} car accident, Marie Curie dedicated ~~herself~~ herself to her work and in 1910, ~~the~~ Radium Institute was build for her to further her studies. ~~to~~ Her discovery that placing a radioactive material

((c)(i) OR (c)(ii) continued) near a tumour, and later in a tumour ^{would shrink and even kill} it.

was instrumental in changing cancer treatment as well as breaking stereotypes for women. In 1911 she was awarded a second Nobel Prize for chemistry. It is most apparent Marie Curie's work redirected the path for medical treatment.

In all, it is most apparent ~~Koch's~~ Koch's work in bacteriology was key ~~to break the idea~~ to break the misguided belief of spontaneous generation and miasma theory which somewhat stunted medical development before, however Marie Curie's work is undeniably more significant as ~~she~~ her work is continuing to save lives today, and cured and saved many people from a before untreatable disease. It also paved the way for later developments in ~~the~~ radiology. However magic bullets are less significant because although they did cause later discoveries, it in itself didn't ^{as} save many lives as it could only treat ~~spew~~ syphilis. Moreover Strick utilised Koch's work so it can be seen as more of an extension of Koch's work.

Examiner's comments:

This response was given 16 marks.

This is an excellent response. The candidate shows an appreciation of the importance of a number of factors in the introduction and carries through the response in a coherent and logical manner. There is very good understanding shown of Koch's contribution, with the suggestion that he 'paved the way for the study of bacteriology'; magic bullets are explained as having paved the way for later developments in medicine, and the importance of the work of Marie Curie is explained and the developments which came from it are highlighted. The conclusion is particularly impressive as it includes a comparison of the relative importance of the factors, rather than just asserting that one was more important than the others.

Exemplar response B

(c)(i) OR (c)(ii) Robert Koch definitely had a ^{significant work} ~~significant impact~~ in improvements in medicine in the years 1860-1914. Most importantly was his work on bacteriology because he found out that every illness is caused by a special germ. Pastern just knew that there were germs but didn't know which germ causes what illness. This definitely helped in treating the patient after having the illness and not just preventing infection. This then link to the magic bullet which could heal cholera and kill the germ that causes cholera. The magic ~~bullet~~ bullet was just invented because Koch made clear that ~~every~~ every illness is caused by a special germ. And it also opened doors for the future ~~when~~ became now that it's clear that every illness can be killed directly with the magic bullet, it also helps on a lot of other illnesses. That way he improved public health because doctors know later on how to treat their patient. The fact that Pastern and Koch were having a competition links to all the success they had because they wanted to be better than the other. This didn't just speed up the process but also made it possible to find things that they ~~or~~ might not have found such as the magic bullet or if Koch wouldn't be the Pastern ~~may~~ wouldn't have known about

((c)(i) OR (c)(ii) continued) different germs carrying diseases and that would definitely stop the improvements in medicine.

Overall Robert Koch's work had a huge impact on medicine and without him the germ theory might not be as fulfilled as it is right now and he opened a lot of doors for future scientists.

Examiner's comments:

This response was given 5 marks.

This candidate provides an explanation that Koch was important because he was able to link specific germs to specific illnesses, which takes the response into Level 2. However, much of the answer is generalised, limited knowledge of the topic is demonstrated and the overall judgement is merely asserted. These elements do not go beyond Level 1, and so the answer just tips over into Level 2.

Question B4(c)(ii)

Option 4: China: conflict, crisis and change 1919-2011

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.

Indicative mark scheme

Question	Mark scheme
B4 (c) (ii)	<p>How far was the Agrarian Reform Law the key turning point in the way agriculture was organised in the years 1949–89?</p> <div><p>You may use the following in your answer:</p><ul style="list-style-type: none">• The Agrarian Reform Law (1950)• Deng's agricultural reforms.<p>You must also use information of your own.</p></div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

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 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.

Exemplar response

(c)(i) OR (c)(ii) question C(ii)

I disagree with the statement that the Agrarian land reforms were a turning point in the organisation of agriculture. I believe that Deng's agricultural laws were more significant, and also the 'up to the mountains, down to the villages' campaign.

I believe that the agricultural transformation under Deng was a radical change and the result of a movement towards more freedom. The changes meant that peasants could start to make profits. ~~The~~ This would provide an incentive and motivate an unmotivated workforce. This would prove vital for Chinese development in the long term, highlighting the significant changes that the laws made.

Traditional communes were also turned into Xiangs. This meant that the peasant owned his own land and could solely make a profit from it. This is a transformative change from previous years where every business was owned by the government and that there were no profits. I believe Deng's changes

((c)(i) OR (c)(ii) continued) were turning points in the agricultural organisation of China and significant in creating a change to make China a modern society.

The 'up to the mountains and down to the villages' campaign was a significant change in the agricultural organisation of China. This law forced city dwellers who had taken part in the cultural revolution to move to the countryside to 'reconnect with their roots'. This caused many more peasants to be in existence and meant, in the long term, more mouths to feed. This could be seen to be the cause of famine, when millions of people died due to a lack of food. This proved to be a major change, this could also be seen as a cause for change due to the laws being passed by Deng after this event.

The Agrarian land reform law in 1950 saw a major change in agriculture in Chinese society. This provided peasants with the ability

((c)(i) OR (c)(ii) continued) to 'own' land in order to farm. This can be seen as a reformative change from the collectivisation that had caused 50 million people to die of hunger. The ^{Peasants} ~~countries~~ now had the ability to produce their own goods without the need for mutual Aid teams of APC's. This is a vital change that led to the changes in agriculture in the years 1949-89.

In conclusion, I believe the agrarian land reforms were a & the key turning point towards the organisation of agriculture in 1949-89. This is because it caused the peasant population to be independent and rely on themselves for produce. This allowed for the changes under Deng to take place. The agrarian land reforms were a catalyst for change.

Examiner's comments:

This response was given 10 marks.

The candidate shows a good understanding of the characteristics of China at the time and explains the importance of the work of Deng, the up to the mountains and down to the villages campaign and the Agrarian Reform Law. There is a generally sustained line of reasoning, though some historical inaccuracy and, perhaps the need for more factual support, is present. The candidate gives some justification for the overall judgment that the Agrarian Reform Law was the most important development because it was a 'catalyst for change' but there is no consideration of the law's importance when compared to other developments. Such an analysis would have lifted the response into Level 4.

Question B5(c)(i)

Option 5: The changing role of international organisations: the league and the UN, 1919-C2011

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.

Indicative mark scheme

Question	Mark scheme
B5 (c) (i)	<p>How far did the Great Powers weaken the international organisations in the years 1930–75?</p> <div><p>You may use the following in your answer:</p><ul style="list-style-type: none">• the Abyssinia Crisis (1935–36)• the Korean War (1950–53).<p>You must also use information of your own.</p></div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

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 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.

Exemplar response A

(c)(i) OR (c)(ii)

The Great Powers weakened both international organisations during the Abyssinian Crisis of 1935-36 and the Korean War between 1950-53, but the effectiveness of the ~~Inter~~ international organisations during these events is extremely different.

Historians widely regard the League of Nations (the ^{Predecessor} predecessor to the United Nations) as ~~a~~ ineffectual and weak. Although it succeeded in cooling tensions during the Åland Islands case and the Upper Silesia Crisis, the League's lack of power to stand up to major ^{nations} powers (thus failing to prevent the Second World War) ~~is~~ leads it to be remembered in a less-than-fond way.

One case when the League was unable ~~or~~ to prevent a conflict ^{was} during the Abyssinia Crisis. Italy, under the leadership of the fascist dictator Benito Mussolini, had invaded Abyssinia after five Italians were killed there. Mussolini demanded compensation and territory from Abyssinia.

The League of Nations attempted to ~~place~~ stop the crisis by ~~the~~ placing an embargo on League countries' arms and oil being sold to Italy, but this proved pointless. As a key member on the League's Council, Italy was considered a Great Power, ~~so~~ this caused other countries to shy away from ~~a~~ direct conflict with Italy.

Britain and France were unwilling to anger Italy, for several reasons. Firstly, to keep the balance of power in Europe, Britain and France ~~did~~ wanted to keep Italy as their ally to ensure that Italy would not side with Germany. Secondly, the two Great Powers did not want to lose their trade with Italy, which contrasted with Abyssinia, which the British believed ~~was~~ lacked the "resources" to make a "conquest" there worth while.

((c)(i) OR (c)(ii) continued)

So after some meetings ~~with~~ between the Britain, France and Italy (where France promised Italy some of their own African territory) it was decided that the League would not prevent Italy's invasion of Abyssinia. The fact that Britain and France had ~~to~~ negotiated with Italy outside of the League ~~weakened~~ ^{its} standing of ~~the League~~. The Korean war was also affected by the Great Powers but the United Nations (formed out of the ~~long~~ ashes of the League of Nations after war2) was able to reduce ~~the~~ tensions.

The Korean war had begun when ^{Communist} North Korea, led by Kim Sung Il (who was backed by the Soviet Union), attempted to invade the ~~the~~ anti-communist South Korea. As the brutal war raged on the United Nations ~~attempted~~ ^{tried} to end the conflict but, because each of the UN's five permanent members had a veto, the USSR was able to prevent any interference in the Korean war.

Eventually, the UN voted for an emergency force to be sent to help the South Koreans to fight back against the Soviet-backed North. This is the only time that the UN has directly opposed one of its permanent members.

To summarise, the Great Powers considerably weakened the League of Nations during the Abyssinian Crisis in the 1930s. The League was ~~unable~~ ^{partly} to end the Italian invasion and proved that, because the USA was not part of the League, it lacked the strength to end hostilities that involved a Great Power.

~~The Great Powers~~ The involvement of a ~~a~~ Great Power (Russia) in the Korean war, did slow down UN involvement ^{in the crisis}, but it did not weaken ~~the~~ the organisation. This proved that the United Nations, unlike ~~its~~ ~~the~~

((c)(i) OR (c)(ii) continued) the League of Nations, was able to stand up to
a Great Power.

Examiner's comments:

This response was given 12 marks.

The candidate shows a good understanding of the way in which the actions of Britain and France weakened the League of Nations. An explanation is given and the analysis is largely focused on the question given. There is a good explanation of the way in which the UN was able to rise above pressure from the Soviet Union in order to carry out its work in Korea. Accurate and relevant information is included, though the section on the Korean War is less impressive with some factual error. The candidate provides an overall judgement, with some justification. The response was therefore marked at the top of Level 3.

Exemplar response B

(c)(i) OR (c)(ii)

(c)(i)

Colonial and Imperial powers have always hindered both the League of Nations and the United Nations throughout their campaigns.

Notably first experienced by the League of Nations during conflicts like the Manchurian crisis and the Abyssinian crisis. During the Abyssinian crisis the League of Nations was constantly undermined by Imperial powers like Britain and France and great powers like America. For instance during Abyssinia Britain and France were increasingly worried about the growing threat from Adolf Hitler in Germany. When Italy invaded Abyssinia both Britain and France were wary of upsetting Mussolini so they wanted him as an ally in case Germany did attack. This meant that the League of Nations had lost its support from its two greatest powers - without those two great powers in support of their activities the League of Nations was limited. It could only really impose sanctions as it couldn't rely on military support from Britain and France. And its sanctions were undermined by America who ignored them and continued to trade with Italy. Great powers guaranteed the League of Nations success and without them it was limited. This can be seen again in conflicts like Manchuria where great powers took like Britain sided with the offending Nation (Japan) as a matter of personal interest and America also was unwilling to impose sanctions or extend them as it relied on them as a trading partner.

Later on in the twentieth century the United Nations intervened in the conflict in Korea and were hampered by the power struggle between

America and Russia with its communist allies. Russia ignored any chance of a united Korea and instead elected its own communist influenced leader 'Kim il sung' who then soon after invaded the south which America had occupying power over. With UN support America pushed North Korea back until China joined on the side of the communist war. Korea was a really good indication of the helplessness the UN faced when dealing with Great Powers like Soviet Russia and Capitalist America. The Korean War was essentially a proxy war between the Russians and the Americans and because of their lack of army the UN was powerless to maintain any kind of order. Even when it brought the two powers to negotiating, peace was never made and North and South Korea remain at war (technically). Because of the influence of great powers with personal ~~interests~~ ^{interests} rather than international interests this meant that the UN could not prevent conflict - it neither had the capability or support.

I would say that great powers are international organisations like the UN or League of Nations greatest weakness. Neither could/can ever face up to great powers and so when they are involved will tend to lose any control over the situation.

Examiner's comments:

This response was given 8 marks.

The candidate shows some understanding of the role of the great powers in undermining the League and the United Nations, but the response suffers from factual inaccuracies.

An explanation of the role of the great powers in undermining the League in Abyssinia is given, but this explanation is not sustained and the analysis of the Manchurian crisis is superficial. There is some understanding of the events in Korea and the response has a degree of factual support, though this is not always accurate.

The overall judgement is asserted with little attempt to justify the conclusion reached. Consequently, the response was marked at Level 2.

Question B6(c)(ii)

Option 6: The changing nature of warfare and international conflict 1919-2011

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.

Indicative mark scheme

Question	Mark scheme
B5 (c) (ii)	<p>How far did the peacekeeping role of the UN change in the years 1975–2011?</p> <div><p>You may use the following in your answer:</p><ul style="list-style-type: none">• Namibia (1989)• Bosnia (1992–95).<p>You must also use information of your own.</p></div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

Marking instructions

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

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

Indicative content

Relevant points that suggest change may include the following:

- 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.

Exemplar response

(c)(i) OR (c)(ii) After the end of the World War 2, there has been a race for rearmaments between many countries, especially for nuclear ~~armaments~~ weapons. After the USA developed and showed the devastation caused by a nuclear bomb, ~~for example~~ in the Hiroshima and Nagasaki bombing the 6th and 9th August 1945, All the ~~super~~ countries wanted to have the same power, especially the USSR. After ^{also} the USSR developed a nuclear bomb, all the countries realised that that nuclear weapons made conventional weapons look ~~like~~ redundant and almost useless. The USA immediately developed a H-bomb, which was more catastrophic than a nuclear bomb. The USSR answered by making an even more stronger weapon. Whilst the two superpowers were competing for nuclear supremacy, weapons for land, water and air got developed. Aircraft carriers were made big enough to carry up to 100 aircrafts while planes underwent a massive transformation, from planes that could barely reach 320 mph, planes were built that could go at supersonic speed. USA also developed a ~~p~~ the Nighthawk which deflected most of its radio signals ~~to~~ due to the way it was built, making it almost impossible to spot with a radar. Meanwhile Britain bought a series of

((c)(i) OR (c)(ii) continued) planes that could take off or land vertically. USA developed helicopters which played a major role in the Vietnam war and in the war against terrorism in Afghanistan. Even the sea weapons had major changes; submarines were developed, followed by nuclear submarines and with ballistic missiles. Machines that could extract oxygen from the sea and transport it ~~to there~~ inside the submarine, made possible to spend a much longer time in the submarines. ~~New~~ New conventional weapons also developed, including guided rocket launchers, grenade launchers and new types of artillery with stronger and better bullets. Drones were one of the most recent ~~new~~ inventions as it ~~is~~ can be used for many purposes, such as recording, spying and also for war purposes. The utilities of a drone are that it can be used from hundred and thousands of miles away, reducing the number of soldier loss due to conventional wars. All these development and inventions made war much more easier.

Examiner's comments:

This response was given 8 marks.

This response is heavily narrative-based. The candidate has provided a significant amount of historical information about the development of weapons during this period but has not focused on how far technology and communications brought about a change in warfare. As the question has not been addressed directly, the response cannot make a judgement on the validity of the statement made and the overall mark awarded was restricted to Level 2.

Question B7(c)(ii)

Option 7: The Middle East: conflict, crisis and change 1917-2012

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.

Indicative mark scheme

Question	Mark scheme
B7 (c) (ii)	<p>How far was the Yom Kippur War the key turning point in international involvement in the Middle East in the years 1956–93?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> the Yom Kippur War (1973) the Oslo Peace Accords (1993). <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points that indicate the turning point may include:</p> <ul style="list-style-type: none"> 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. <p>Relevant points that suggest limited significance as a turning point may include:</p> <ul style="list-style-type: none"> 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. 	

Exemplar response

(c)(i) OR (c)(ii) The Yom Kippur War was a large turning point in international involvement, ~~but~~^{and} was ~~perhaps~~ the most significant point of change. After Anwar Sadat failed to negotiate the Sinai back for Egypt, he resorted to war to enforce a stronger position to negotiate from. The Soviets provided 100 aircraft, SAM-3 anti-aircraft missiles and sent 20,000 troops to help build 90 missile bases. This large and direct involvement and influence over the Middle-East contrasted with previous more low-scale aid and advice. Due to the USSR's aid, Egypt successfully attacked Israel and recaptured the Suez canal at the start. The USA then became involved and sent \$2 billion of aid which was essential to Israel's survival in the Yom Kippur war. Arguably, Egypt would not have lost if not for USA aid which again shows direct influence from international countries to affect the course of events in the Middle East. Both the USSR and the USA threatened war (USSR threatened sending troops to help Egypt and the USA went on nuclear alert), but both luckily backed down. After the direct confrontation, which was more involved than previous wars in the Middle East, both the USSR and the USA realised the need for peace and the dangers of a nuclear war. Consequently, both international countries realised the need for peace and stopped supporting the conflict in the Middle-East after the Yom Kippur War. As a result, the Yom Kippur war was a key turning point in international involvement as it drastically changed the USA and the USSR's motives for wider involvement.

((c)(i) OR (c)(ii) continued) Another, less impactful turning point in international involvement was the Oslo Peace Accords. Norway and its foreign minister Holst invited Arafat and Rabin's representatives to his own house in Norway to negotiate a peace initiative. This involvement gave a drastic sense of optimism and hope to both Israelis and Palestinians in hope for peace. Israelis would gain peace and security from terrorist attacks and Palestinians would get their own land in the West Bank to govern themselves. However, Oslo's involvement was not a turning point in international involvement because many countries like the US had long since sought peace initiatives such as in Camp David 1978 which found the Framework for Egyptian-Israeli Peace. Moreover, the Oslo accords ultimately failed due to the distrust between Arabs and Israelis, decreasing the level of involvement of International bodies into the Middle East. As a result, the Oslo Accords were not as big of a turning point since Yom Kippur resulted in a drastic change of views for involvement in the Middle East: from cold war alliances to peace initiatives.

Another, less important ~~fact~~ turning point in international involvement is the change from Britain and France's Influence to the new superpowers: USA and USSR after the Suez Crisis 1956. Following Britain and France's humiliation for using such underhanded tactics, Britain and France lost respect and influence in the middle-east. To take their place, the USA and USSR who had deep involvements to the ending of the Suez Crisis

((c)(i) OR (c)(ii) continued) sought to gain allies. This marked an end to Britain and France's influence and new motives for involvement began by the USA and USSR. Both superpowers sought allies for the cold war and provided lots of aid in hopes for gaining alliances. However, this turning point in international involvement, not as significant because although the countries involved had changed, the effects were still the same. Both Israel and the Arab neighbours gained aid and support which fuelled more conflict. No new effects or peace initiatives were sought, unlike the Yom Kippur War's drastic change of views in the USA and USSR.

In conclusion, the Yom Kippur War was the most key turning point in international involvement in the Middle-East because both countries not only became more directly involved with affairs, but both countries realised the need for peace in the Middle-East as a result of the war threats and so peace initiatives were sought after a drastic realisation. The Oslo ~~accords~~ marked the success of international bodies helping peace negotiations, but this was already carried out before in the Camp David Accords and its change is not as drastic as during the Yom Kippur War. The Suez Crisis marked new powers in the Middle-East but ultimately, the effects of involvement didn't change.

Examiner's comments:

This response was given 16 marks.

An extremely impressive response. The candidate has provided a well-reasoned justification for Yom Kippur being a major turning point in international involvement in the Middle East and has included excellent factual support. However, the response also considers the claims of the Oslo Accords and the change in the Great Power involvement in the region, before applying clear criteria for the judgement that Yom Kippur was the most significant turning point.

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