



Mark Scheme (Results)

Summer 2022

Pearson Edexcel International

GCSE in History (4HI1/2B)

Paper 2: Breadth Studies

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General marking guidance

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

How to award marks

Finding the right level

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

Placing a mark within a level

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

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

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

Section B Question (a)

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

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

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

Section B: Question (b)

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

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

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

Section B: Question (c)

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

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

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

SECTION B: Breadth Studies in Change

B2: Changes in medicine, c1848-c1948

Question	
B2 (a)	<p>Explain TWO ways in which surgery in 1905 was different from surgery in 1920.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/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 provision of blood for operations. In 1905, it was not possible to store blood but, by 1920, blood could be stored for up to 4 weeks• A difference was improvements in techniques. In 1905, skin grafts were often rejected by the body but, by 1920, due to the development of the pedicle tube, skin grafts were more successful.	

Question	
B2 (b)	<p>Explain TWO causes of the development of penicillin in the years 1920-48.</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"> • Penicillin developed due to the work of Fleming, which identified the ability of penicillin mould to kill bacteria without harming cells • Penicillin developed due to Florey refusing to patent the drug, meaning further development costs did not rise • Penicillin developed due to the funding of Florey's research by the US government, which enabled him to develop methods to mass produce the drug. 	

Question	
B2 (c) (i)	<p>How far did medical treatment change in the years 1848-75?</p> <div data-bbox="459 315 1125 519" 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"> • hospitals • antiseptics. <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 suggest that there was a change may include:</p> <ul style="list-style-type: none"> • Hospitals became cleaner, and nurses better trained, due in part to the work of Florence Nightingale • Infirmaries were opened, allowing a wider range of people to have access to a doctor • Elizabeth Garrett-Anderson becoming the first female doctor and member of the BMA opened the doors for more women to become doctors • Chloroform was used to provide pain relief for childbirth • Developments of antiseptics including the carbolic spray invented by Joseph Lister reduced the risk of cross-infection. <p>Relevant points that suggest change was limited may include:</p> <ul style="list-style-type: none"> • Herbal remedies and cure-alls continued to be popular treatments, especially for those who could not afford to pay for a doctor • All Doctors continued to be male. Most people still had to pay to see a doctor, limiting the numbers of people who had access to medical treatment • Koch's work allowed for the identification of micro-organisms responsible for various diseases, but few treatments were developed for specific illnesses. 	

Question	
B2 (c) (ii)	<p>How far did public health provision change in the years 1848-75?</p> <div data-bbox="459 280 1125 483" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Public Health Act (1848) • the work of Snow. <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 suggest that there was a change may include:</p> <ul style="list-style-type: none"> • Snow's work demonstrated the link between cholera and infected water, which led to local authorities enacting improvements • Bazalgette's sewer system in London, which was in place by 1865, meant that sewage was dealt with in a way that would stop it damaging public health • The work of Pasteur and the development of germ theory led to a wider acceptance of the link between water and disease. The evidence served to encourage town councils to take action on polluted water • The 1866 Sanitary Act ensured that towns had to employ inspectors to check on water supplies and drainage • The 1875 Public Health Act made local authorities responsible for sewerage, housing, clean water and street lighting. <p>Relevant points that suggest change was limited may include:</p> <ul style="list-style-type: none"> • Despite some changes in public health provision, the overcrowding of towns made it difficult for improvements to take effect • The 1848 Public Health Act had limited impact as local authorities were not compelled to put the suggestions into action, and its terms were temporary • Many scientists clung to the bad air theory and the limited scientific evidence of other theories meant it was difficult to persuade local politicians of the need to enforce public health changes. 	

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

Question	
B4 (a)	<p>Explain TWO ways in which the role of women in China in 1949 was different from the role of women in China in 1963.</p> <p>Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (similarity/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 that women had more social rights in 1963 than they had in 1949. In 1949, women had few rights. In 1963, they had equal rights to request a divorce and they were allowed rights to own, buy and sell property• A difference was that women were more involved in politics. In 1949, women played little part in politics. In 1963, they were officially encouraged to participate in politics at national and local levels.	

Question	
B4 (b)	<p>Explain TWO causes of student unrest in China in the years 1986-89.</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"> • Students were unhappy because they lived in poor conditions and had to pay high rents. They also had poor job prospects. They blamed this, and the high prices of commodities, on government policies • Deng's rejection of democracy angered students and led to protests. Prof Fang Lizhi used student protest to open up academia with western style freedoms of speech and the press, but Deng Xiaoping cracked down on this causing further resentment • The resignation, and later death, of Hu Yaobang led to the Tiananmen Square demonstrations. 	

Question	
B4 (c) (i)	<p data-bbox="395 271 1123 338">How far did the influence of the Soviet Union in China change in the years 1921-89?</p> <div data-bbox="395 338 1337 546" style="border: 1px solid black; padding: 10px;"> <p data-bbox="406 344 987 378">You may use the following in your answer:</p> <ul data-bbox="555 383 887 456" style="list-style-type: none"> <li data-bbox="555 383 826 416">• the United Front <li data-bbox="555 421 887 456">• the Sino-Soviet split. <p data-bbox="406 461 1007 495">You must also use information of your own.</p> </div> <p data-bbox="395 546 1353 613">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="523 613 1377 716">AO2 (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 that there was change may include:

- Soviet influence began to grow in the early 1920s when Mikhail Borodin helped reorganise the GMD. It also encouraged the CCP (which it financed) to co-operate with the GMD in the United Front against the warlords
- Soviet influence declined in the 1920s and 30s because Mao wanted a rural-based revolution, whereas the Soviet Union preferred a communist revolution in the cities. This lost the CCP support
- Soviet influence grew when Japan's intervention in Manchuria and eastern China resulted in the Soviet Union providing military equipment to support both the GMD and the CCP
- After the CCP won the civil war Soviet influence increased significantly. As a result of the 1950 Treaty, the Soviet Union provided loans and 'advisers' and helped China develop nuclear energy
- Relations between Mao and the Soviet Union broke down in the late 1950s. Khrushchev called the GLF 'foolish' and failed to provide promised nuclear hardware. Mao criticised the Soviet Union, resulting in the Sino-Soviet split.

Relevant points that suggest that change was limited may include:

- Throughout the 1920s and 1930s, the Soviet Union continued to give its support to the Chinese government, believing that the Guomindang was most likely to succeed in bringing anti-Western revolutionary change to China
- Soviet influence in China was consistent throughout the period as it sought to find the most effective way to bring about a communist revolution in the country. This support continued after 1949 by supplying advisers for the first Five-Year Plan
- The poor relations between the Soviet Union and Chinese leaders after Mao meant that there was little change in Soviet influence, which remained limited throughout the period 1960-89.

B4 (c) (ii)

How far was the First Five-year Plan the key turning point in China's economy in the years 1949-89?

You may use the following in your answer:

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

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

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.

Marking instructions

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

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

Indicative content

Relevant points that indicate the key turning point may include:

- The first Five-year Plan led to China's urban population becoming heavily involved in construction and production in factories and three times as many women in the workforce, resulting in significant increases in production
- The first Five-year plan saw the arrival of Soviet assistance with 10000 economic advisors provided. Soviet assistance allowed China to produce nuclear energy to power its industry, which was very important
- The first Five-year Plan suggested that the communist system was more effective than the capitalist system it replaced and won Mao support for further industrial reform.

Relevant points that indicate limited significance as a turning point may include:

- The first Five-year Plan was not as effective as sometimes suggested. Some figures were exaggerated and it also led Mao to believe that anything could be achieved if the will to succeed existed
- The Great Leap Forward transformed China's infrastructure with the building of giant bridges, canals and dams and initially there were huge rises in the production of coal, wood, fertiliser and cement
- The Cultural Revolution was important in that it created chaos and led to a significant decline in the Chinese economy. Industrial production for 1968 was 12 percent below that of 1966
- The Sino-Soviet split had a major impact on the economy. The removal of Soviet advisers meant a loss of economic expertise and over 200 projects were cancelled, thus undermining the Plan as a turning point.
- A transformation in China's economy came under Deng with an open-door policy and Special Economic Zones, coupled with privatisation and westernisation. These reintroduced the profit motive.

B7: The Middle East: Conflict, Crisis and Change, 1917-2012

Question	
B7 (a)	<p>Explain TWO ways in which the terms of the Balfour Declaration were different from the terms of the Peel Commission report.</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 perceived ability of Arabs and Jews to live together. The Balfour Declaration accepted the right of Jews to have a homeland that included Arabs. The Peel Commission report recognised that the two communities could not live together• A difference was that the Balfour Declaration was written to express sympathy for the idea of a Jewish homeland, whereas the Peel Commission report was designed to provide a solution to the problems between Arabs and Jews.	

Question	
B7 (b)	<p>Explain TWO causes of the second Intifada (2000).</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 failure of the Oslo Accords led to a tense atmosphere between the Israelis and Palestinians. Both claimed that the other was breaking the terms of the agreement, which led to the tension that saw the outbreak of the Intifada • The newly-elected Netanyahu took a hard line towards the peace process and allowed further Jewish settlement, thus angering the Palestinians • Ariel Sharon's provocative speech at Temple Mount in Jerusalem claimed Jerusalem was Jewish and would be part of Israel. This triggered an angry Palestinian reaction and the start of the second Intifada. 	

Question	
B7 (c) (i)	<p data-bbox="448 248 1347 315">How far was the Suez Crisis the key turning point for international involvement in the Middle East in the years 1946-83?</p> <div data-bbox="459 349 1125 555" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p data-bbox="480 360 1059 394">You may use the following in your answer:</p> <ul data-bbox="555 405 991 472" style="list-style-type: none"> <li data-bbox="555 405 906 439">• the Suez Crisis (1956) <li data-bbox="555 439 991 472">• the Camp David Agreements <p data-bbox="480 483 1070 517">You must also use information of your own.</p> </div> <p data-bbox="448 595 1394 663">Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="571 685 1378 797">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 it was a key turning point may include:

- The actions of the British and French during the crisis led to international condemnation and the loss of their influence with other Middle Eastern countries
- The USSR became a firm ally of Egypt as a consequence of the crisis and increased Soviet involvement and influence in the region as a consequence
- The USA had forced Britain and France to back down and, as a result of their actions, had become the most important Western power in the region
- As the USA and the USSR became more important in the region, they used their influence to further the Cold War.

Relevant points that suggest it was not a key turning point may include:

- The handing over of the mandate to the UN by the British led to a decline in their importance in the region
- The warnings of the USSR before the Six-Day War encouraged the Egyptians to provoke the Israelis into war in a way that had not previously occurred
- Kissinger's Shuttle Diplomacy had a huge impact in helping to bring about peace between Israel and Egypt after years of war
- The Camp David Agreements ushered in a period of peace between Israel and Egypt, with Egypt removing itself from the conflict.

Question	
B7 (c) (ii)	<p>How significant was Kissinger's Shuttle Diplomacy in improving the chances for peace in the Middle East in the years 1967-93?</p> <div data-bbox="459 315 1201 521" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Kissinger's Shuttle Diplomacy (1973-75) • the Oslo Peace Accords (1993) <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:</p> <ul style="list-style-type: none"> • Shuttle Diplomacy allowed Kissinger to be the intermediary between Israel, Egypt and Syria, thus allowing talks to begin • Shuttle Diplomacy led to both Egypt and Israel agreeing to settle future disputes by talking rather than fighting • Shuttle Diplomacy laid the foundations for the exchange visits that led to the Camp David Accords. <p>Relevant points that other factors were more significant may include:</p> <ul style="list-style-type: none"> • The oil crisis, that occurred as a consequence of the Yom Kippur War, forced the USA to be more active in the search for peace as their economy was directly impacted by conflict • Arafat's speech to the UN in 1974 led to the PLO being given observer status at the UN, which raised their profile and the significance of the issues facing Palestinians • The Camp David Accords led to both Israel and Egypt recognising each other's right to live in peace, thus ending the conflict between the two states • The PLO's recognition of Israel's right to exist, and the adoption of a peaceful two-state solution, laid the groundwork for further negotiations • The Oslo Peace Accords of 1993 were seen as a breakthrough, with much optimism that there could be peace. 	

