



Mark Scheme

June 2023

Pearson Edexcel International GCSE in History
(4HI1/01R)

Paper 1: Depth Studies

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General Marking Guidance

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

Generic level descriptors for Paper 1

Question (a)

Target: A04 (6 marks): Analyse and evaluate historical interpretations in the context of historical events studied.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Simple, valid comment is offered about an impression. or Simple comprehension of the extract is shown by the selection or paraphrase of some content to imply an impression.
2	3–4	<ul style="list-style-type: none"> Answer offers valid comment that infers an impression. Comprehension and some analysis of the extract is shown by selecting material to support the inference.
3	5–6	<ul style="list-style-type: none"> Answer explains the impression given, analysing the author's selection and treatment of material in the extract to support the explanation.

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 consequence(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 consequences. [AO2] Specific information about the topic is added to support the explanation. [AO1] <p>Maximum 4 marks for an answer dealing with only one consequence.</p>
3	6–8	<ul style="list-style-type: none"> Features of the period are analysed to explain consequences 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 consequence.</p>

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] <p>No access to Level 4 for answers that do not address three aspects.</p>
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Question	
1 (a)	<p>What impression does the author give about Necker?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: AO4 (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>The impression given by the author about Necker is that he was successful.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that 'Necker's policies had an immediate positive impact.' • The language the author uses, including 'major reform', 'popular', 'confident' • The author has selected evidence that puts emphasis on the successful aspects of Necker's policies and ignored negative aspects, e.g. Necker deliberately made it appear that there was a surplus in the royal finances of around 10 million livres. 	

Question	
1 (b)	<p>Explain two effects of the work of the Committee of Public Safety on France in the years 1793-94.</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 (consequence).</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 consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect was that, by late 1793, the Committee of Public Safety was directing the National Convention, e.g. the Committee's members, Robespierre, Louis Saint-Just and Couthon had become leaders of the revolution • An effect was that the Committee of Public Safety took the Terror into a more intensive phase, which was centred on Paris, e.g. all enemies of the revolution were brought to Paris, tried with no rights and executed • An effect was that the Sans Culottes, led by Hébert, accused the Committee of Public Safety of betraying the revolution. The Hébertistes were then accused, by the Committee, of planning a military dictatorship and were guillotined. 	

Question	
<p>1 (c) (i)</p>	<p>'The impact of the war with Austria and Prussia was the main reason why France became a Republic in 1792.'</p> <div data-bbox="558 383 1406 551" 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"> • war with Austria and Prussia • coup of August 1792. <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 which support the statement may include:</p> <ul style="list-style-type: none"> • The threat to Paris from the Austrian and Prussian armies, throughout the war, produced a revolutionary fervour that demanded the removal of the monarchy and the establishment of a Republic • The impact of the war increased France's economic problems and compounded food shortages, making the development of the revolution increasingly extreme and republican • The war divided the French nation as failure was blamed on counter-revolutionaries, e.g. the court, nobles and refractory priests, yet Louis vetoed laws and appeared to undermine the war effort leading to demands for a Republic • The issuing of the Brunswick Manifesto by the commander in chief of the Austro-Prussian army, increased tension and, as a consequence, the largely republican fédérés from the provinces began to mass in Paris, demanding a Republic. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The coup of August 1792, hastened the transition from a constitutional monarchy to a republic, e.g. taking over the Hôtel de Ville, setting up a revolutionary <i>commune</i>, attacking the Tuileries and the September Massacres • The King's flight to Varennes confirmed his untrustworthiness and reinforced to radicals that he was merely biding his time until he could re-exert his authority, therefore, furthering their demands for the creation of a Republic • The suggestion that the King's flight to Varennes was part of his intention to leave France and return with the Austrian army damaged his credibility and led to demands for a Republic • Jacobins sent a stream of petitions demanding the ending of the monarchy and the creation of a Republic. 	

Question	
<p>1 (c) (ii)</p>	<p>'The main achievement of the Directory was dealing with the royalist challenge.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="558 362 1404 573" 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 royalist challenge • financial measures. <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 which support the statement may include:</p> <ul style="list-style-type: none"> • The coup of 18 Fructidor was a seizure of power by members of the Directory when their opponents, the royalists, were gaining strength, which prevented a royalist take-over • The Directory accused royalist election candidates of acting against the Revolution, annulled their election and had them arrested • To further prevent the royalist challenge from abroad, the Directory introduced a law against the relatives of <i>émigrés</i> and set up military tribunals to condemn <i>émigrés</i> who returned to France. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The Directory introduced some successful financial measures, e.g. the restoration of some indirect taxation and a new currency that stabilised the economy • The Directory implemented the Constitution of Year III, which provided the basis for the stable government of France, e.g. The Council would draw up legislation, and the Council of Ancients would examine and approve or reject bills • The Directory ended mass executions, and measures taken against exiled priests and royalists were relaxed • The Directory established 196 republics, and the conquered cities and states were required to send to France huge amounts of money, as well as art treasures • The Directory managed the threat of extremism and successfully dealt with it when it reared its head, e.g. the Babeuf Plot and the revolt in the Vendée. 	

Question	
<p>2 (a)</p>	<p>What impression does the author give about King Victor Emmanuel II in the years 1848-9?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: AO4 (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>The impression given by the author is that King Victor Emmanuel II was a strong king.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that he 'courageously defended his father's constitution' • The language the author uses, including 'proudly', 'stubbornly', 'seemingly impossible' • The author has selected evidence that puts emphasis on the positive actions of King Victor Emmanuel II and not the negative aspects, e.g. his country was diminished, the army was in pieces, parliament refused to accept the peace treaty with Austria. 	

Question	
2 (b)	<p>Explain two effects of Cavour's Church policies on Piedmont in the years 1852-57.</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 (consequence).</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 consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect was that Cavour's anti-clerical policy undermined the Catholic Church's dominant position within Piedmont, which limited the power of the papacy as a natural supporter of Austria • An effect was that there was a significant reduction in the economic power of the Church, e.g. the confiscation of land and the ending of its 5 million lire income from the state, which allowed resources to be used in Piedmont's development • An effect was that religious toleration was allowed in Piedmont, which set Piedmont as an example of a modern liberal state within the Italian peninsula. 	

Question	
2 (c) (i)	<p data-bbox="459 253 1358 315">'In the years 1854-59, the most significant event that contributed towards Italian independence was the Austrian War.'</p> <div data-bbox="558 405 1406 577" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p data-bbox="568 416 1145 448">You may use the following in your answer:</p> <ul data-bbox="619 456 906 528" style="list-style-type: none"> <li data-bbox="619 456 906 488">• the Austrian War <li data-bbox="619 495 906 528">• the Crimean War. <p data-bbox="568 535 1150 566">You must also use information of your own</p> </div> <p data-bbox="459 624 1414 687">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="587 719 1437 819">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 which support the statement may include:

- In the battle of Magenta (4 June 1859), Austria was forced to evacuate Lombardy and this was significant in the Franco-Piedmont alliance's subsequent defeat of Austria
- In the aftermath of their defeat at Magenta, the Austrians were forced to retreat to the south-east and this weakened their hold on the peninsula
- The battle of Solferino was the last engagement between an Austrian and a Franco-Piedmontese army and resulted in Austrian defeat and the annexation of most of Lombardy to Piedmont
- The defeat of Austria allowed Napoleon III to play a significant role in Italian unity, e.g. Napoleon III agreed to ally France with Piedmont
- The Treaty of Turin, which formally ended the war with Austria, declared that the issue of Italy and central Europe should be decided by a Congress of European powers; this angered Piedmont, which determined to bring about unification.

Relevant points which counter the statement may include:

- The Crimean War saw the involvement of Piedmont and this led to Piedmont's increasing diplomatic stature and control of the direction of Italian unity
- The impact of the Crimean War significantly weakened Austria's power over the peninsula as it broke existing agreements
- The Orsini Affair led to a meeting at Plombières between Napoleon and Cavour where a plan was made to irritate Austria into declaring war on Piedmont, so that France could come to Piedmont's aid and help the process of Italian unification.

Question	
<p>2 (c) (ii)</p>	<p>'The main reason why there were obstacles to Italian unification in the years 1861-70 was 'Piedmontisation'.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="558 403 1404 649" 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"> • 'Piedmontisation' • the Pope. <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>

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- Cavour and Piedmontese politicians had little understanding of the south of Italy, e.g. its poverty and backwardness, and this was an obstacle to unification
- 'Piedmontisation' led to the crushing of opposition, e.g. peasants who demanded land and freedom, and this hindered unification
- Piedmontese laws were resisted in Tuscany, e.g. Baron Ricasoli defended successfully the protection of Tuscany customs and legal systems, which hindered unification
- Piedmontese rule was resisted by the left, Garibaldians and democrats across the peninsula, who argued against the 'Piedmontisation' of the Italian state and this hindered unification.

Relevant points which counter the statement may include:

- The Pope's response to the creation of the new Italian state was The Syllabus of Errors, which was highly critical of it and had the support of some Italians, e.g. it was critical of liberalism, religious toleration and freedom of expression
- The stubborn loyalty of many Roman citizens to papal rule suggested that many Italian Catholics did not favour a united Italy
- The issue of Rome remained a bone of contention between the new Italian state and the French government as Napoleon believed that the Italians had given up their claim on Rome and this hindered unification
- The issue of Venetia was an obstacle to unification, e.g. The Kingdom of Italy participated in the war with Prussia, because Austria held Venetia, and Bismarck agreed not to make peace until Italy had gained Venetia.

Question	
3 (a)	<p>What impression does the author give about the abdication of the Kaiser in 1918?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: AO4 (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>The author gives the impression that the Kaiser was forced to abdicate in 1918.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that 'withdraw support from the government unless the Kaiser abdicated within twenty-four hours' • The language the author uses, including 'threatened', 'stronger approach' • The author has selected evidence that puts emphasis on the force applied by the SDP in the abdication of the Kaiser and not on other factors, e.g. Ludendorff persuaded the Kaiser that it was best to transform the Second Reich into a parliamentary democracy. 	

Question	
3 (b)	<p>Explain two effects of Nazi rule on education in Germany in the years 1933-39.</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 (consequence).</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 consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect was that education was put under the control of Bernhard Rust, who purged it of Weimar Republic values so that it could promote Nazi values, e.g. Jewish teachers were fired immediately • An effect was that the teaching profession was put under the control of the National Socialist Teachers' Alliance, which indoctrinated teachers with Nazi ideology, e.g. racial purity • An effect was that certain subjects took on new importance, e.g. sport, history, biology and mathematics, as they were fashioned to support Nazi ideology. 	

Question	
<p>3 (c) (i)</p>	<p>'The role of von Hindenburg was the main reason that Hitler became Chancellor of Germany in January 1933.'</p> <div data-bbox="558 324 1404 571" 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"> • von Hindenburg • Nazi propaganda. <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 which support the statement may include:</p> <ul style="list-style-type: none"> • Von Hindenburg's decision to get rid of Brüning opened the door for Hitler and assisted in him eventually becoming Chancellor • Von Hindenburg's decision to sack von Papen and appoint von Schleicher was significant as it raised the idea of bringing Hitler into coalition government where he could influence and manipulate decision making regarding the Chancellorship • Von Hindenburg's decision to turn back to von Papen to form a viable government by accepting von Schleicher's resignation saw him then appoint Hitler as Chancellor. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • Nazi propaganda increased the popularity of Hitler, e.g. Goebbels ensured that Hitler's leadership skills were well publicised with simple, frequently-repeated messages that Hitler would be a capable Chancellor • Hitler himself played a leading role through his popular appeal and speeches. In his speeches, he claimed that parliamentary democracy did not work and that he could provide strong leadership and government • It was von Papen who was instrumental in Hitler's appointment as Chancellor, as he convinced von Hindenburg that he would control Hitler, and that Hitler would bring stability to Germany • The impact of the Great Depression greatly increased the unpopularity of the Weimar Republic, which seemed unable to solve Germany's problems, and this played into the hands of the Hitler and the Nazis • Many of the unemployed turned to voting for the Nazi party in elections and, by July 1932, the Nazi Party was the largest party in the Reichstag, giving Hitler the platform to demand the Chancellorship. 	

Question	
<p>3 (c) (ii)</p>	<p>'In the years 1939-45, the most significant feature of war on the Home Front in Germany and the occupied territories was Nazi policies towards Jews.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="558 398 1406 607" 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"> • Nazi policies towards Jews • rationing. <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 which support the statement may include:</p> <ul style="list-style-type: none"> • The isolation of Jews in Germany led to the use of 'ghettos', e.g. an area of a town or city was separated by walls or fencing and Jews were relocated to live there. Living conditions became squalid and disease spread easily • The Nazis considered differing policies regarding the idea of the resettlement of Jews from Germany and the occupied territories, e.g. the Madagascar Plan. Planning time and resources were wasted as these policies did not take place. • As a consequence of the invasion of Poland and the Soviet Union, the Nazis developed more radical policies, e.g. the role of death squads, the <i>Einsatzgruppen</i>. This led to many Jewish deaths. • On 31 July 1941, Goering ordered Heydrich to prepare for the 'final solution to the Jewish Question'. Wannsee Conference (January 1942) set in motion the practical steps that led to the Final Solution. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • There was the need to ration food immediately as war started in 1939, e.g. meats and fats were soon in short supply, food consumption fell per person by 24% and, by 1941, the sale of soap, clothing and shoes were also significantly restricted • The issue of destruction and social dislocation, caused by Allied bombing of Germany, had to be managed, e.g. competing agencies wanting resources • The need to maintain industrial and agricultural production during the war resulted in the significant drafting of women into the workplace, e.g. armaments factories, farms • The issue of imminent defeat meant that, in the summer of 1944, the forced mobilisation of German society, <i>Volkssturm</i>, was introduced. 	

Question	
4 (a)	<p>What impression does the author give about India's entry into the Second World War?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: AO4 (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>The author gives the impression that the British government acted high-handedly in regard to India's entry into the Second World War.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that 'This made it very clear that India, whether it liked it or not, was still part of the British Empire.' • The language the author uses, including 'make matters worse', 'ignored', 'not even been consulted' • The author has selected evidence that puts emphasis on the negative attitude towards India's involvement in the Second World War and ignored the fact that some within India supported entry into the war. 	

Question	
4 (b)	<p>Explain two effects of the activities of the Muslim League on its relations with Congress in the years 1924-29.</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 (consequence).</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 consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect was that in 1924, the Muslim League met separately from Congress and planned a future for India that was based on a loose federal structure, which put it at odds with Congress • An effect was that Jinnah's Fourteen Points were so unpopular with the Hindus that relations with Congress deteriorated • An effect was that the League's rejection of the Nehru Report brought to an end Hindu-Muslim cooperation. 	

Question	
4 (c) (i)	<p>'In the years 1919-20, the main reason for the growth of nationalism in India was the Government of India Act (1919).'</p> <div data-bbox="558 331 1406 584" 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 Government of India Act (1919) • the impact of the First World War. <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 which support the statement may include:</p> <ul style="list-style-type: none"> • The Government of India Act (1919) dissatisfied many Indians as it did not offer immediate self-government and this disappointment expressed itself in growing nationalist sentiment • The Government of India Act created the Dyarchy, which divided power in the provinces and gave provincial councils control over Indian education, agriculture, and health, and this aided the growth of nationalism • The Indian National Congress boycotted the first elections held under the Government of India Act under Gandhi's leadership as part of his desire to encourage a greater sense of Indian nationalism. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The impact of the First World War, into which India had poured men, materials and contributed financially through taxation, led to a growing desire for self-governance, which was expressed through growing nationalism • The Rowlatt Acts included trial without jury, censorship and house arrest, and were seen as Britain exerting authority and gave rise to growing nationalism • The Rowlatt Acts alienated a wide range of Indian public opinion, which fuelled nationalism • The Amritsar Massacre turned millions of loyal Indians against the Raj, as they now believed that British rule would not allow any form of independence, which fuelled nationalist sentiment • The Hunter Report (1920) on Amritsar further fuelled growing nationalism, as the British authorities were seen as complicit. 	

Question	
<p>4 (c) (ii)</p>	<p>'It was Gandhi's Salt March that had the most significant impact on British rule in India in the 1930s before the outbreak of the Second World War.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="558 436 1404 604" 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"> • Gandhi's Salt March (1930) • the elections of 1937. <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 which support the statement may include:</p> <ul style="list-style-type: none"> • Gandhi's Salt March led to thousands of Indian peasants following Gandhi's advice by breaking the law to collect salt, which was a direct challenge to British law and rule • Gandhi's Salt March led to hundreds of peasants being arrested and imprisoned, which was seen as unjust by many Indians and further evidence of harsh British rule • Gandhi's Salt March led to further action in the form of strikes, protest and civil disobedience organised by Provincial committees, which the British were unable to stop, and this weakened Britain's authority. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • An outcome of the 1937 elections was that the success of the Congress Party made it a significant partner in government with the Raj, thus impacting British on rule • In 1930, Allama Muhammad Iqbal made a famous speech suggesting a separate state for Muslims. This was an inspiration to the Muslims and motivated them to further challenge British rule • The First Round Table Conference had a broad range of Indian political opinion present, made progress and decided India would be run as a federation, which had an impact on British rule • The impact of Gandhi's attendance at the Second Round Table Conference, where he represented Congress and Indian national unity, signified Britain's willingness to seek an agreement • The Government of India Act (1935) abolished the Dyarchy and gave each province a legislative assembly, which weakened Britain's governmental grip on India. 	

Question	
5 (a)	<p>What impression does the author give about the decision by Stalin's leadership rivals not to publish Lenin's testament? You must use Extract E to explain your answer.</p> <p>Target: AO4 (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 Relevant points may include:</p> <ul style="list-style-type: none"> The author gives the impression that the decision had a significant impact on the leadership contest. <p>This is shown by the following:</p> <ul style="list-style-type: none"> The extract says that the failure to publish the testament was crucial, and doing so would have likely ended Stalin's chances The language used by the author, including 'crucial instances', 'very unfavourable criticism', 'the end of his career' and 'good fortune' The author has selected evidence to show the importance of the testimony, but has not included evidence of other factors that shaped the leadership struggle in Stalin's favour. 	

Question	
5 (b)	<p>Explain two effects of the gulag camps on the Soviet Union.</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 (consequence).</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 consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect of the gulag camps was that they led to the deaths of approximately 1.5 million Soviet citizens, and the suffering of many more • An effect of the gulag camps was that the use of forced labour camps contributed to Soviet industrial development, e.g. the mining of materials such as nickel and tin, and the building of infrastructure such as the Moscow-Volga Canal • An effect of the gulags was to suppress political opponents, through the imprisonment of dissenters and via discouraging others. 	

Question	
5 (c) (i)	<p>'The main consequence of Stalin's policies on life in the countryside, in the years 1924-41, was increased political control.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="557 362 1406 533" 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"> • political control • collectivisation. <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>Word. 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 statement may include:</p> <ul style="list-style-type: none"> • Stalin's control of the countryside was increased, as a greater proportion of peasants were organised under party management, and so allowed the authorities to make further changes • The removal of the kulaks meant Stalin did not again face open rebellion against communist rule, increasing Soviet control over life in the countryside • The policies largely removed class differences in the countryside, and so moved life in the countryside further along the path towards Stalin's version of socialism. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The slaughter of animals in response to collectivisation and grain procurement reduced the quality of diet and led to severe food shortages • Stalin's policies increased the number of children in education in the countryside, e.g. numbers in primary schools went from 8 million in 1929 to 14 million in 1933 • Stalin's policies had an impact upon religion in the countryside, e.g. the number of rural priests more than halved, and the peasantry's continued celebration of traditional religious festivities brought them into conflict with state officials • The prioritisation of primary and heavy industry, resulting in limited production of consumer goods, meant rural workers were even less likely to gain access to manufactured goods • The allowance of a private plot for peasants who served on collectives - legally recognised from 1935 - meant some improvement in conditions, in terms of both production for family consumption, and the trade of food grown for other goods. 	

<p>5 (c) (ii)</p>	<p>'The main reason for the programme of industrialisation under Stalin was the failings of the NEP.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="558 313 1404 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 failings of the NEP • communist ideas. <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 which support the statement may include:</p> <ul style="list-style-type: none"> • There were fundamental weaknesses in the Soviet economy, which NEP had not managed to solve, and industrialisation aimed to close the gap with western economies that had grown in the 1920s • Even supporters of NEP had admitted it was failing as gains were only made at a 'snail's pace', and thus the move the industrialisation programme was intended to accelerate the pace of economic expansion • One perceived failing of the NEP was the continued existence of bourgeois managers within industry; industrialisation was introduced as it would replace these with 'red specialists'. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • Industrialisation was motivated by the desire to progress towards a different kind of society, in the belief it would help lead to the abolition of the classes and the creation of the 'Socialist Man' • The planned programme of industrialisation was popular amongst many party members, who welcomed the prospect of a new struggle, which would lead to socialism and complete the work of the revolution • Stalin's 'Great Turn' from 1928 was politically convenient, adopting notions such as centralised planning and control to force industrial growth, previously put forward by Trotsky and Zinoviev, and breaking with 'rightists' such as Bukharin • The change of policy towards rapid industrialisation was motivated by a desire to protect the Soviet Union, e.g. after the war scare of 1927, with Stalin warning the Soviet Union had to catch up to the West in ten years or be crushed • The programme of industrialisation was motivated by Stalin's desire to step out of Lenin's shadow and surpass him with his own legacy, e.g. Stalin's 1929 speech highlighting Lenin's mistakes, and how industrialisation would improve on NEP. 	

Question	
6 (a)	<p>What impression does the author give about relations between the USA and the Soviet Union? You must use Extract F to explain your answer.</p> <p>Target: AO4 (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 Relevant points may include:</p> <ul style="list-style-type: none"> The author gives the impression that positive progress had been made between the two Superpowers by 1972. <p>This is shown by the following:</p> <ul style="list-style-type: none"> The extract says that both sides sought improved relations, and made significant agreements when they met The language used by the author, including 'historic visit', 'improved relations', and 'Such progress was remarkable' The author has selected evidence to show that Brezhnev and Nixon had made progress towards détente but has not included evidence of the limitations of the agreement between the two powers. 	

Question	
6 (b)	<p>Explain two effects of the Potsdam Conference on relations between the Soviet Union and the West.</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 (consequence).</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 consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect of the Potsdam Conference was that it made Germany central to the relations between the powers in the post-war period, as it led to the division of Germany and Berlin • An effect of the Potsdam Conference was increased tension over the issue of nuclear weapons, after Truman's effort to assert authority, with America being first to develop the atomic bomb • An effect was that it resulted in disagreement over free elections and the nature of Soviet influence in Eastern Europe, which continued to shape subsequent relations. 	

Question	
<p>6 (c) (i)</p>	<p>'The main consequence of the Berlin Crisis (1948-49) was the division of Germany.'</p> <div data-bbox="558 365 1406 535" 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 division of Germany • Superpower rivalry. <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 which support the statement may include:</p> <ul style="list-style-type: none"> • The crisis solidified attitudes within the western zones of Germany - e.g. only three per cent of West Berliners took up the offer to join the East - and thus increased the willingness of the West German population to form a separate state • The blockade led to the constitution of the new Federal Republic of Germany (FRG) being approved in May 1949, the same month the blockade was lifted • The authorities in the Soviet zone responded to the crisis by forming the German Democratic Republic (GDR) in October 1949 • As a result of the blockade and the formation of the GDR, the German Communist Party was able to seize power in East Germany, cementing the last of the Soviet satellite states in Eastern Europe. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The Berlin Crisis led Western European nations to see the division of Europe as more permanent, and Soviet communism to be the greatest threat, and thus increased pressure from these nations on the USA to commit to the military defence of Europe • The crisis convinced Truman of the need to strengthen Western Europe against Soviet expansion and led to the signing of the North Atlantic Treaty in April 1949 • The Berlin Crisis greatly increased rivalry between the USA and the Soviet Union, with Truman and the West seeing the crisis as a great victory, demonstrating the preference for democratic freedom and capitalism • The Berlin Crisis increased tension from the Soviet perspective, as Stalin felt it was a defeat and a humiliation, increasing his determination to remove allied influence in Berlin and resist the Western powers more generally. 	

Question	
<p>6 (c) (ii)</p>	<p>'The main reason for changes in Superpower relations in the 1950s was the arms race.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="557 389 1406 562" 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 arms race • the Korean War. <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 which support the statement may include:</p> <ul style="list-style-type: none"> • The development of the arms race was significant, with both the USA and USSR developing thermonuclear weapons by 1953, with concerns on both sides over the relative strength of their military capabilities • The notion of 'massive retaliation', from 1954, emphasised that nuclear weapons were central to US policy, causing concern amongst America's European allies, and adding tension with the Soviet Union • Developments in delivery systems, such as the introduction of B52s into service or the development of ICBMs in the late 1950s, prompted a response from the other side, fuelling tension • Arguments over the siting of missiles in West Germany in the late 1950s contributed to tension between the two sides, e.g. the renewed focus on Germany, leading to Khrushchev's ultimatum over Berlin. <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> • The Korean War was significant in terms of the spread of the Cold War into Asia, also demonstrating the potential of China and the role of organisations such as the UN • The Korean War was significant as the USA's initial unpreparedness, fears of the 'domino effect' and China's support for the USSR, led to the USA redoubling its determination to resist communist expansion, so stoking superpower tensions • The Soviet invasion of Hungary was significant, as it demonstrated that the Soviet Union would act firmly to defend the Warsaw Pact, and caused strain in Washington in relation to the Hungarian appeal for help • The Soviet invasion of Hungary was significant as the US response to it demonstrated that the Western powers accepted that there was a Soviet sphere of influence in which they would not intervene. 	

Question	
7 (a)	<p>What impression does the author give about the methods used by Martin Luther King in the 1960s? You must use Extract G to explain your answer.</p> <p>Target: AO4 (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 Relevant points may include:</p> <ul style="list-style-type: none"> • The author gives the impression that the methods used by Martin Luther King in the 1960s were successful. <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that King's methods were important, and made a significant contribution to civil rights legislation that was passed • The language used by the author, including 'significant', 'heart-warming' and 'increased dramatically' • The author has selected evidence to show King's methods were significant in bringing changes but has not included the less successful efforts, e.g. northern campaign. 	

Question	
7 (b)	<p>Explain two effects of the Red Scare on the USA.</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 (consequence).</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 once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect was that the Red Scare served as a divisive political issue within US politics, e.g. the presidential election campaign in 1952 • An effect was that the Red Scare contributed to thousands being dismissed from government work, or other industries being placed under suspicion, e.g. the 'Hollywood Ten' were blacklisted • An effect was that government departments were weakened, e.g. the State Department lost significant capability when staff with expertise in communist nations were removed for suspected communist activities or sympathies. 	

Question	
7 (c) (i)	<p>'The main reason for the growth of the women's movement, in the years 1963-73. was the contribution made by Betty Friedan.'</p> <div data-bbox="558 394 1406 566" 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"> • Betty Friedan • Eleanor Roosevelt. <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 which support the statement may include:</p> <ul style="list-style-type: none"> • <i>The Feminine Mystique</i> (1963) sold three million copies in its first three years of publication, and its ideas inspired many - predominantly white, middle-class - women • Betty Friedan's work encouraged many women to become involved in campaigns, e.g. she became the founding president of NOW, which had tens of thousands of members by the 1970s • Friedan's work contributed campaigns that led to federal government policies including the Equal Pay Act (1963), and Johnson's Executive Order 11375 (1967) banning gender discrimination in federal employment • Betty Friedan's campaign for ERA (1972) was significant, e.g. it inspired new movements such as the National Women's Political Caucus (1971). <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • Eleanor Roosevelt had been able to use her position of prominence to support the advancement of women in a range of areas, e.g. professional and political positions, and in labour unions. These gains continued after her death • Eleanor Roosevelt initially headed Kennedy's Presidential Commission on the Status of Women, with the report, <i>American Women</i> (1963), published after death, being influential in arguing for the removal of obstacles to full participation in the workforce • The women's liberation movement contributed to the extension of laws banning discrimination to educational establishments, with Title IX of the Educational Amendments Act being passed in 1972 • Campaigning by the women's liberation movement over reproductive rights and for reform of abortion law culminated in success, e.g. with <i>Roe v Wade</i> (1973). 	

Question	
7 (c) (ii)	<p>The most significant event in increasing support for civil rights in the 1950s was the death of Emmett Till.</p> <div data-bbox="558 349 1406 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"> • Emmett Till • the Montgomery Bus Boycott. <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 which support the statement may include:</p> <ul style="list-style-type: none"> • The trial and acquittal of Emmett Till's killers increased media coverage of civil rights issues and galvanised public opinion, leading to protests across the USA and increased calls for federal intervention • The publication of material about the case, including graphic images of Till's corpse, particularly by black publications such as <i>The Chicago Defender</i> and <i>Jet</i> magazine, meant the murder attracted outrage and support for the civil rights cause • The murder prompted action by civil rights groups such as the NAACP, and demonstrated they could help in working for justice for black Americans, e.g. the protection they afforded witnesses in the trial encouraged others to stand up • The case had a significant impact in encouraging other aspects of the civil rights cause, e.g. Rosa Parks' refusal to give up her seat came soon after, and Martin Luther King delivered sermons and speeches which referenced the case. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The Montgomery Bus Boycott was significant in that it ended segregation on buses in Montgomery, and led to the creation of a grassroots African-American organisation, the Montgomery Improvement Association • Supreme Court decisions such as those made in the cases of <i>Sweatt v Painter</i> and <i>McLaurin v Oklahoma</i> (1950) and the <i>Brown versus Topeka</i> judgement were significant, giving judicial backing to challenges to discrimination • Events in Little Rock (1957) were significant, when Eisenhower sent in the 101st Airborne Division to allow black students to attend Central High, demonstrating the federal government's willingness to intervene in order to support integration • The formation of the Southern Christian Leadership Conference was significant, acting as an umbrella organisation for civil rights groups and demonstrating the importance of African-American ministers in this. 	

Question	
8 (a)	<p>What impression does the author give about the situation facing the faced by the ANC after it was unbanned in 1990? You must use Extract H to explain your answer.</p> <p>Target: AO4 (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 Relevant points may include:</p> <ul style="list-style-type: none"> • The author gives the impression that the ANC faced significant problems. <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that ANC was weak and struggled to gain support in the face of militant demands and violent opposition • The language used by the author, including 'tiny, secret membership', 'failed significantly', 'struggled to control' and 'regularly attacked' • The author has selected evidence to show the difficulties faced by the ANC but has not included the various successes the ANC had under Mandela. 	