



Mark Scheme

June 2023

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

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)

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Target: AO4 (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"> <li>Simple, valid comment is offered about an impression.<br/>or</li> <li>Simple comprehension of the extract is shown by the selection or paraphrase of some content to imply an impression.</li> </ul> |
| 2     | 3–4  | <ul style="list-style-type: none"> <li>Answer offers valid comment that infers an impression. Comprehension and some analysis of the extract is shown by selecting material to support the inference.</li> </ul>                            |
| 3     | 5–6  | <ul style="list-style-type: none"> <li>Answer explains <b>the impression given, analysing the author's</b> selection and treatment of material in the extract to support the explanation.</li> </ul>  |

### Question (b)

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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"> <li>Simple comment is offered about consequence(s). [AO2]</li> <li>Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li> </ul>   |
| 2     | 3–5  | <ul style="list-style-type: none"> <li>Features of the period are analysed to explain consequences. [AO2]</li> <li>Specific information about the topic is added to support the explanation. [AO1]</li> </ul> <p>Maximum 4 marks for an answer dealing with only one consequence.</p>  |
| 3     | 6–8  | <ul style="list-style-type: none"> <li>Features of the period are analysed to explain consequences and to show how they led to the outcome. [AO2]</li> <li>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]</li> </ul> <p>No access to Level 3 for an answer dealing with only one consequence.</p> |

### Question (c)

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

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

| Level | Mark | Descriptor  |
|-------|------|---|
|       | 0    | No rewardable material.   |
| 1     | 1–4  | <ul style="list-style-type: none"> <li>A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>Limited knowledge of the topic is shown. [AO1]</li> <li>The overall judgement is missing or asserted. [AO2]</li> </ul>   |
| 2     | 5–8  | <ul style="list-style-type: none"> <li>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]</li> <li>Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li> <li>The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p>Maximum 6 marks for Level 2 answers that do not address three aspects.</p>   |
| 3     | 9–12 | <ul style="list-style-type: none"> <li>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]</li> <li>Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p>Maximum 10 marks for Level 3 answers that do not address three aspects.</p> |

|   |       |  |
|---|-------|--|
| 4 | 13-16 | <ul style="list-style-type: none"><li>• 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]</li><li>• 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]</li><li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li></ul> <p>No access to Level 4 for answers that do not address three aspects.</p> |
|---|-------|--|

| Question  |  |
|---|--|
| 1 (a)   | <p>What impression does the author give about the work of the Committee of Public Safety in the years 1792-94?</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><b>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.</b></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 work of the Committee of Public Safety was carried out unfairly.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• <b>The extract says that</b> 'The Committee of Public Safety were determined to find enemies of the Revolution everywhere, even where they did not exist'</li> <li>• <b>The language the author uses, including</b> 'unjustly accused', 'denounced'</li> <li>• The author has selected evidence that puts emphasis on the unreasonable activities of the Committee of Public Safety and ignored its other activities, e.g. co-ordination of France's war with European countries.</li> </ul> |  |



| Question   |   |
|--|---|
| 1 (b)  | <p>Explain two effects of the White Terror on France.</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><b>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.</b></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"> <li>• An effect of the White Terror was that it gave newly freed newspapers the opportunity to call openly for revenge on the Jacobins, identify targets and publish attack instructions</li> <li>• An effect of the White Terror was that it significantly weakened the Jacobins, e.g. prisons were opened up, or were broken into, and Jacobins were massacred</li> <li>• An effect of the White Terror was that some used it as an excuse to settle personal scores, e.g. persecute and kill those with whom they had had a personal grudge, or it was based on disagreements between regions.</li> </ul> |   |

| Question  |  |
|-----------|--|
| 1 (c) (i) | <p><b>'The main</b> long-term cause of the French Revolution, in the years 1780-87, was the privileges of <b>the Three Estates.'</b></p> <div data-bbox="558 383 1406 555" 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"> <li>• the Three Estates</li> <li>• poor harvests.</li> </ul> <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:

- The Three Estates were unequal and some had privileges at the expense of others and, as a consequence, this led to tension and challenges to the ancien régime that led to revolution
- The Third Estate paid taxes to which the Second Estate claimed immunity, and the **king's attempts to tax the** Second Estate produced challenge and resistance and fuelled the demand for revolution
- The First Estate numbered about 100,000 yet owned 10% of the land and paid no **taxes, and attempts to increase the 'don gratuit' produced challenge, e.g. revolt of** the aristocracy
- The emergence of an influential bourgeoisie led to the demand for greater political equality and revolutionary change.

Relevant points which counter the statement may include:

- A series of poor harvests created pressure on food supplies for a growing population and this led to peasant and worker unrest and demands for revolutionary change
- The impact of the American Revolution created a precedent for the overthrow of a legitimate leader in the interest of the ruled and this influenced many in France to want revolution
- The perception of Marie Antoinette as immoral, unprincipled, debauched and having gambling debts created the impression of court corruption, which fuelled discontent and revolutionary demands
- The Enlightenment and the spread of new ideas challenged the role of the monarchy and privilege and influenced revolutionary thinking.

| Question  |   |
|---|---|
| 1 (c) (ii)  | <p><b>'In the year 1789, the most significant event of the revolution was the Tennis Court Oath.'</b></p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="555 439 1430 640" 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"> <li>• the Tennis Court Oath (20 June)</li> <li>• the meeting of the Estates General (5 May).</li> </ul> <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><b>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.</b></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"> <li>• The Tennis Court Oath was a direct challenge to the power of the King to dissolve the National Assembly</li> <li>• The Tennis Court Oath confirmed the decision made by the Third Estate, 17 June, to declare themselves a National Assembly representing the people of France</li> <li>• <b>Louis XVI's reaction to the Tennis Court Oath</b> encouraged deputies from both the First and Second estates to join with the National Assembly</li> <li>• As a consequence of the Tennis Court Oath, popular opinion in Paris turned against the ancien régime.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The meeting of the Estates General on 5 May condemned the government of the ancient régime for its despotism and inefficiency and proposed significant reform</li> <li>• On 19 June the clergy joined the Third Estate in their declaration that they were the National Assembly, thus posing a direct challenge to the king</li> <li>• The storming of the Bastille (12-14 July) was significant, as a symbol of royal authority had been challenged and, with the defection of some royal troops, the <b>king's authority was seriously damaged</b></li> <li>• The Grande Peur (July/August) frightened the mainly bourgeois members of the assembly, who grew so concerned for their own property that they decided to implement liberal measures.</li> </ul> |   |

| Question  |  |
|---|--|
| 2 (a)   | <p><b>What impression does the author give about Garibaldi's view of the new Kingdom of Italy?</b></p> <p>You must use Extract B 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><b>Answers must be credited according to candidates'</b> 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 Garibaldi was disappointed with how the Kingdom of Italy worked in practice.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says '<b>Garibaldi was unhappy with how it operated</b>'</li> <li>• The language the author uses, including '<b>had hoped</b>', '<b>opposed</b>', '<b>condemned</b>', '<b>concerned</b>'</li> <li>• The author has selected evidence that puts emphasis on <b>Garibaldi's</b> disappointment with the form that unification took and ignored the support of others for a unified Italy.</li> </ul> |  |

| Question  |   |
|---|---|
| 2 (b)   | <p>Explain two effects of the defeat of Austria (1859) on the process of Italian unification.</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><b>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.</b></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"> <li>• An effect was <b>that it showed Austria's armies were vulnerable and this convinced</b> nationalists that the obstacle posed by Austria to unification had been overcome</li> <li>• An effect was that <b>Austria's status as a European great power was weakened and this</b> allowed France to take the driving seat in the process of unification</li> <li>• An effect was that Austria lost control of the central Italian States, which allowed Piedmont to occupy them and incorporate them into the process of unification.</li> </ul> |   |

| Question  |  |
|-----------|--|
| 2 (c) (i) | <p><b>'The main consequence of the 1848 Revolutions in the Italian states was the weakening of Austrian dominance.'</b></p> <div data-bbox="558 331 1406 506" style="border: 1px solid black; padding: 5px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the weakening of Austrian dominance               <ul style="list-style-type: none"> <li>• liberal constitutions.</li> </ul> </li> </ul> <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:

- The 1848 Revolutions led to the weakening of Austria dominance as they lost control of some states, e.g. the Austrian garrison under Radetzky was forced out of Milan, the Austrians were forced out of Venice
- The 1848 Revolutions led Piedmont to declare war on Austria, invade Lombardy so that they could annex it in order to remove the Austrian government and weaken Austrian dominance
- The 1848 Revolutions left Austria with only the Pope as a major ally within the Italian peninsula, as confirmed by the issuing of the Allocution in April 1848.

Relevant points which counter the statement may include:

- Much of the damage done to Austrian control was short lived and its dominance was restored
- The 1848 Revolutions led to some absolute rulers granting liberal constitutions, e.g. in Naples, Tuscany, Modena and Parma and Piedmont, giving nationalists hope regarding future unification
- Liberal constitutions meant that people, for the first time, could have a say in the way the state and government was run, e.g. 1848 *Statuto* in Piedmont stated the Lower House of Parliament could be voted for by the public
- The 1848 Revolutions established the Roman Republic and as a consequence the *Costituente* met in February 1849, which saw representatives from all over Italy meet and discuss unification
- The 1848 Revolutions gave Prussia and France greater opportunities to direct the issues affecting the peninsula and allowed them more influence over the process of unification.

| Question   |  |
|--|--|
| 2 (c) (ii)   | <p><b>'The main reason for progress in Piedmont, in the years 1849-54, was the building of railways.'</b></p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="557 421 1406 591" 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"> <li>• the railways             <ul style="list-style-type: none"> <li>• financial reform.</li> </ul> </li> </ul> <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><b>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.</b></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"> <li>• Railway building, encouraged and planned by Cavour, was essential in aiding the economic development of Piedmont, e.g. supporting textile industry growth</li> <li>• The railway linkage of Milan, Turin, Genoa and the French border, paid for with public money, assisted in developing communication within Piedmont and trade links with Europe</li> <li>• <b>The building of Piedmont's 850 kilometres of railway led to the development of a Piedmontese national consciousness, which put Piedmont at the forefront of ambition regarding Italian unification.</b></li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Financial reform, which allowed investment of foreign capital into Piedmont, much of it coming from France, led to the economic development of Piedmont</li> <li>• By the end of 1851, Piedmont had signed some free trade treaties e.g. with Britain, which assisted economic expansion through increased trade in exports and imports</li> <li>• The <i>Statuto</i> led to <b>Piedmont's</b> political development by creating a constitutional monarchy, which gave parliament the right to introduce laws, e.g. the granting of civil liberties to Piedmont citizens</li> <li>• The decision by Victor Emmanuel, in 1852, to turn control of the government of Piedmont over to able and determined Count Cavour was significant in the modernisation of Piedmont</li> <li>• Anti-clerical reform led to the undermining <b>the Catholic Church's dominant position</b> within Piedmont, which aided its development as a secular country.</li> </ul> |  |

| Question   |  |
|--|--|
| 3 (a)  | <p>What impression does the author give about the Night of the Long Knives (1934)?</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><b>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.</b></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 Night of the Long Knives had a brutal impact on the SA.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• <b>The extract says that</b> 'The unsuspecting victims of this night of terror, known as the Night of the Long Knives, <b>were the leaders of the SA</b>'</li> <li>• <b>The language the author uses, including 'dazed', 'in cold blood'</b></li> <li>• The author has selected evidence that puts emphasis on the brutal nature of the Night of the Long Knives being about the purging of the SA leadership, whereas most of the SA were simply allowed to join the regular army.</li> </ul> |  |



| Question   |   |
|--|---|
| 3 (b)  | <p>Explain two effects of the German Revolution (1918-19) on Germany.</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><b>Answers must be credited according to candidates' deployment of material in</b> 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"> <li>• An effect of the German Revolution was that the German High Command began the process of moving Germany to a different form of government, which led to Ludendorff resigning</li> <li>• An effect of the German Revolution was that the Chancellor and the Cabinet were now answerable to the Reichstag, which made Germany a parliamentary government</li> <li>• An effect of the German Revolution was that it saw a change in key personnel in <b>Germany's government</b>, e.g. Ebert.</li> </ul> |   |

| Question  |   |
|-----------|---|
| 3 (c) (i) | <p>'The main reason for the recovery of Germany, in the years 1924-29, was US loans.'</p> <div data-bbox="558 367 1406 539" 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"> <li>• US loans</li> <li>• the Locarno Treaties.</li> </ul> <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:

- US loans helped Germany successfully overcome the effects of hyperinflation, which helped to stabilise the German economy and aid recovery
- US loans helped the German government pay its reparation debts to France, Great Britain and Belgium, which restored international trust in Germany
- US loans allowed the governments of the Weimar Republic to actively encourage German economic growth and prosperity, e.g. growth of new industries and development of welfare benefits.

Relevant points which counter the statement may include:

- As a result of Stresemann's **good management of foreign policy, in the years 1925-29**, exports rose by 40 percent, improving the economy
- The successful negotiation of the Locarno Treaties guaranteed borders between France and Germany and peace between Germany, France and Britain, which restored trust in Germany
- **Germany's membership of the League of Nations restored Germany's international standing** after the humiliation of the Treaty of Versailles and allowed Germany to participate in the maintenance of European peace
- **Germany's signing of the Kellogg-Briand Pact** stabilised international relations, and the Pact guaranteed non-aggression between signatories
- **Stresemann's dominance over the Reichstag did much to ensure that the Weimar Republic remained politically stable**, which assisted German recovery.

| Question  |  |
|---|--|
| 3 (c) (ii)  | <p><b>'The most significant impact of the Great Depression on Germany, in the years 1929-33, was increased support for the Nazis.'</b></p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="557 394 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"> <li>• support for the Nazis</li> <li>• unemployment.</li> </ul> <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><b>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.</b></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"> <li>• The Great Depression benefitted the Nazis as they used political rallies to <b>demonstrate that they had a strong leader and had answers to Germany's</b> problems, which resulted in increased support</li> <li>• The Nazis used the impact of the Great Depression as the basis of their <b>propaganda campaign, e.g. 'Work and Bread' and this increased working class</b> support for the Nazis</li> <li>• The economic chaos of the Great Depression led many Germans to vote for the Nazis, who increased their percentage of the vote from 18.3% to 43.9% in the years 1930-33.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The Great Depression led to a significant rise in unemployment, e.g. in 1929 it had been 1.3 million and by 1933 it was 6 million, which led to an increase in poverty</li> <li>• <b>The Great Depression led to the collapse of Brüning's coalition government as</b> policies such as raising taxes and reducing unemployment did not command support and he had to rely on Presidential decree</li> <li>• The Great Depression caused many German banks to go bankrupt, e.g. people rushed to withdraw their cash, causing banks to run out of cash</li> <li>• The Great Depression led to an ever-increasing fall in German industrial production, reaching 40% by 1933, which led to business closures</li> <li>• The Great Depression led to increased support for the Communist Party (KPD), which increased its number of seats in the Reichstag from 77 in 1930 to 100 in 1932.</li> </ul> |  |

| Question   |   |
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| 4 (a)  | <p>What impression does the author give about Chandra Bose?</p> <p>You must use Extract D 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><b>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.</b></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 Chandra Bose was excessively violent.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that Bose 'organised terrorist gangs of men and ordered them to carry out acts of destruction.'</li> <li>• <b>The language the author uses, including 'attacked', 'destruction', 'encouraged massacres'</b></li> <li>• The author has selected evidence that puts emphasis on <b>Chandra Bose's violent approach and not on Bose's diplomatic efforts to undermine British rule as a means of securing independence for India.</b></li> </ul> |   |

| Question   |  |
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| 4 (b)  | <p>Explain two effects of the Government of India Act (1919) on India during 1919.</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><b>Answers must be credited according to candidates' deployment of material in</b> 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"> <li>• An effect was that it disappointed many Indians who had hoped for immediate self-government and this led to unrest and violence, which fuelled growing Indian nationalism</li> <li>• An effect was that it gave limited powers to a national parliament and local parliaments, which could be blocked by the Viceroy</li> <li>• An effect was that it extended the franchise so that approximately 10 percent of the male adult population, who paid tax, were allowed to vote and all former soldiers were given the vote.</li> </ul> |  |

| Question   |   |
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| 4 (c) (i)  | <p>'In the years 1920-28, it was the work of Gandhi that had the most significant <b>impact on British rule in India.</b>'</p> <div data-bbox="557 383 1406 555" 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"> <li>• Gandhi</li> <li>• the Simon Commission (1928).</li> </ul> <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><b>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.</b></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"> <li>• <b>Gandhi's leadership of the Congress Party led to the Party becoming more popular</b> with Hindus, Muslims and the untouchables as it promoted nationalism and independence from British rule</li> <li>• <b>Gandhi's</b> Satyagraha Campaign (1920), based on peaceful protest and civil disobedience, fostered a sense of Indian identity and resistance to British rule</li> <li>• Gandhi encouraged other members of Congress, e.g. Nehru, to involve themselves in peasant communities and promote a sense of Indian nationalism, which would undermine British rule</li> <li>• Gandhi used his imprisonment to promote dissatisfaction with British rule.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The Simon Commission decided that the future of India was to be directed by British politicians based in Westminster, which strengthened British rule in India</li> <li>• The Khilafat Movement, which attacked British rule in India, gained the support of Hindu and Muslim communities within India</li> <li>• The Indian National Congress was instrumental in promoting the idea of eventual independence and, throughout the 1920s, challenged British rule and worked to overthrow it</li> <li>• The Nehru Report called for immediate Dominion Status for India, as a federation with a two-chamber parliament. This gave the Hindus a focus on which to campaign against British rule.</li> </ul> |   |

| Question  |  |
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| 4 (c) (ii)  | <p><b>'Direct Action was the main reason why British rule in India ended in 1947.'</b></p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="558 405 1406 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"> <li>• Direct Action             <ul style="list-style-type: none"> <li>• Mountbatten.</li> </ul> </li> </ul> <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 <b>second-order historical</b> concepts.</p> |
| <p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to</b> 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"> <li>• Direct Action led to widespread uncontrollable violence and hastened the need for independence as a solution</li> <li>• Direct Action in Calcutta, which saw 5000 killed and over 20,000 injured, suggested that India was on the brink of civil war and hastened the need for an independence solution</li> <li>• Direct Action led Commander-in-Chief Auchinleck to warn Viceroy Wavell that his <b>Indian officers were loyal to the concept of an independent 'India' and would not</b> order Hindu to fire on Hindu, or Muslim to fire on Muslim.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The impact of Mountbatten was a decisive factor in British rule ending as his brief was to transfer power on the basis of the Cabinet Mission Scheme</li> <li>• <b>The Second World War loosened Britain's hold on</b> India because of the costs for the British to fight the war and maintain India as a colony and this led to independence</li> <li>• <b>The 'Quit India' campaign led the</b> British government to realise that India was ungovernable in the long run due to the cost, and that it needed to exit gracefully and peacefully.</li> <li>• The links between Congress and the Labour Party were longstanding and, when Labour formed a government in July 1945, this made it more likely that British rule would end</li> <li>• British rule came to an end as a consequence of long-term Indian protest and independence campaigns.</li> </ul> |  |

| Question  |   |
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| 5 (a)   | <p>What impression does the author give about the impact of the German invasion on the Soviet Union?<br/>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><b>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.</b></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<br/>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The author gives the impression that it had a devastating impact.</li> </ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that the German invasion had significant negative impact, 'A third of industrial production alone was lost'</li> <li>• <b>The language used by the author, including 'caused chaos, 'destroyed', 'very costly' and 'crippling losses'</b></li> <li>• The author has selected evidence to show that the German invasion had a devastating impact but has not included evidence of how the Soviet Union overcame these to repel the German invasion.</li> </ul> |   |



| Question  |  |
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| 5 (b)   | <p>Explain two <b>effects of Stalin's position of General Secretary on the leadership struggle</b> in the years 1924-29.</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><b>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.</b></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"> <li>• An effect of Stalin holding the position of General Secretary was that he used it to appoint officials who supported him, and remove supporters of Trotsky</li> <li>• An effect of Stalin holding the position of General Secretary was that he was able to <b>persuade other leading Bolsheviks to keep Lenin's Last Will and Testament secret</b></li> <li>• An effect of Stalin holding the position of General Secretary was that he was able to exploit the cult of Lenin, building up an image of someone who was close to Lenin and therefore his natural successor.</li> </ul> |  |

| Question  |  |
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| 5 (c) (i)   | <p><b>'The most significant method Stalin used to control the Soviet Union, in the years 1929-53, was the purges.'</b></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"> <li>• purges</li> <li>• NKVD.</li> </ul> <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 <b>second-order historical</b> concepts.</p> |
| <p>Marking instructions</p> <p><b>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.</b></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"> <li>• <b>Stalin's</b> purges of the early 1930s were significant in controlling the population by removing those who were deemed to have been opponents of industrialisation and collectivisation, e.g. the kulaks</li> <li>• The arrest of thousands of political opponents, the show trials of leading figures such as Zinoviev and Kamenev, and the execution and imprisonment of army officers neutered potential opponents and contributed to a climate of fear</li> <li>• Purges of ethnic minorities served to control these sections of the populace, through enforced Russification, or the post-war renewal of Sovietisation in regions such as the Ukraine, which continued through to 1953</li> <li>• Millions of ordinary Russians felt the impact of the purges, e.g. a significant proportion <b>of the millions sent to the gulags were those who had been denounced as 'enemies of the people', which also created fear</b> amongst the wider masses.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The NKVD was a vital element of control, encompassing both political and ordinary police, with widespread powers to arrest and hold real or imagined opponents</li> <li>• The significance of the NKVD grew as it radicalised under Yezhov in the years 1936-38, operating with targets for arrests, exiles and executions, and wider use of indiscriminate terror</li> <li>• The cult of personality was significant in its attempts to build a pseudo-religious devotion to Lenin and subsequently Stalin from the 1930s, also linking Stalin to the achievements of ordinary people, e.g. Stakhanovites</li> <li>• Education was significant in controlling younger Russians, e.g. changes under Stalin saw increasing centralisation, the reintroduction of strict discipline, increased censorship of school textbooks and propaganda through the curriculum.</li> </ul> |  |

| Question  |  |
|---|--|
| 5 (c) (ii)  | <p><b>'The main reason for the Great Famine (1932-33) was collectivisation.'</b></p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="536 327 1385 501" 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"> <li>• collectivisation</li> <li>• export of grains.</li> </ul> <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><b>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.</b></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"> <li>• Collectivisation contributed to the famine, as blunt attempts to impose modern agricultural methods and technology with the aim of resolving previous procurement problems, and socialising agriculture, created peasant resistance and shortages</li> <li>• The increased pressure to collectivise from 1931, after the limited success of the first wave, contributed to the famine, with the authorities issuing unrealistic production targets, punishing peasants who did not fulfil quotas</li> <li>• Demonstrations and riots against the collectivised farm system in 1932, in areas such as Ukraine and the North Caucasus, led to further disruption of the harvest campaign and grain procurement.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Dekulakisation contributed to the famine, by removing a major element of the labour force, including many of the more productive elements of the peasantry, alongside grain traders and others who provided vital functions in organising agriculture</li> <li>• Compulsory grain procurement, to feed cities and for export, contributed to the famine by removing the grain from hard-hit areas, and forced requisition of livestock contributed to famine amongst the one million Kazakhs, who starved</li> <li>• The export of grain and dairy products to raise funds contributed significantly to food shortages, e.g. the amount exported in 1932-33 was estimated to have been sufficient to save in the region of four million lives</li> <li>• An unwillingness to help the peasantry contributed to the scale of the famine, e.g. both Stalin and local party officials were dismissive of the suffering of Ukrainian peasants, and local officials were reluctant to ask for help</li> <li>• Natural conditions contributed to the famine, with the drought of 1931, the cold spring and the hot summer devastating the harvest of that year, and reducing the seed available for 1932.</li> </ul> |  |

| Question  |   |
|---|---|
| 6 (a)   | <p>What impression does the author give about why Stalin decided to blockade Berlin?<br/>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><b>Answers must be credited according to candidates' deployment of material in</b> 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<br/>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The author gives the impression that Stalin blockaded Berlin in the hope of taking it over.</li> </ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that 'Stalin believed that this would force the Allies out of Berlin and make Berlin entirely dependent on the USSR.'</li> <li>• <b>The language used by the author, including 'stamp his authority', 'force the allies out of Berlin', and 'be seen as an aggressive act of war'</b></li> <li>• The author has selected evidence to show that <b>Stalin's actions were well judged in response the USA's actions in Germany but has not included evidence of the Allies' reactions and the failure of the blockade.</b></li> </ul> |   |

| Question  |   |
|---|---|
| 6 (b)   | <p>Explain two effects of the Tehran Conference on relations between the Soviet Union and the West.</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><b>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.</b></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"> <li>• An effect was <b>that, as the first major meeting between the leaders of the 'Big Three',</b> Tehran Conference established a largely positive personal relationship between Stalin, FDR and Churchill</li> <li>• An effect of the Tehran Conference was that the outline of broader international cooperation was established, e.g. discussion of plans for the future United Nations</li> <li>• An effect of the Tehran Conference was that agreements were made which would have implications for relations after the war, e.g. those made over the Second Front in Europe and Soviet involvement against Japan shaped the Cold War.</li> </ul> |   |

| Question  |   |
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| 6 (c) (i) | <p><b>'The most significant development in the Cold War during the 1950s was the Korean War.'</b></p> <div data-bbox="557 362 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"> <li>• the Korean War</li> <li>• the Soviet invasion of Hungary.</li> </ul> <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:

- The Korean War was significant in terms of the spread of the Cold War into Asia, and also demonstrated the potential of China and the role of organisations such as the UN
- The Korean War was a major escalation of hostilities, with outright and prolonged **fighting between the Western and communist powers, and fears of another 'hot' war** somewhere in the world that remained even after the armistice was signed
- **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 Korean War contributed to the escalation of arms spending in the USA during the 1950s and, hence, the Superpower arms race, as the USSR sought to keep up.

Relevant points which counter the statement may include:

- The Soviet invasion of Hungary was significant, as it ended the most significant internal challenge to Soviet control of Eastern Europe in the period, and demonstrated that the Soviet Union would act firmly to defend the Warsaw Pact
- 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
- 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
- There were significant developments in the military alliances during the 1950s, which had wider implications for the Cold War, e.g. West Germany joining NATO raised concerns within the Soviet Bloc, prompting the formation of the Warsaw Pact.

| Question   |   |
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| 6 (c) (ii)   | <p><b>'The main reason for changing Superpower relations in the 1960s was the Cuban Missile Crisis.'</b></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"> <li>• the Cuban Missile Crisis</li> <li>• the U2 incident.</li> </ul> <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 <b>second-order historical</b> concepts.</p> |
| <p>Marking instructions</p> <p><b>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.</b></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"> <li>• The discovery of the development of nuclear ballistic missile sites in Cuba was a cause of significant tension in the short-term, which many on both sides felt was the closest the US and Soviet Union came to direct confrontation</li> <li>• The Cuban Missile Crisis led directly to efforts to ensure improved communication between the two sides to prevent incidents escalating, e.g. establishing the Hotline</li> <li>• The Cuban Missile Crisis saw both sides make tangible concessions to reduce the military threat and foster better relations, e.g. the removal of Soviet missiles from <b>Cuba in return for US promises not to invade there, or the USA's missiles in Turkey</b></li> <li>• The Cuban Missile Crisis was a factor in the increasing commitment to limit the <b>nuclear arms race, e.g. the crisis served as an impetus to the Soviet Union's</b> willingness to sign the Test Ban Treaty in 1963.</li> </ul> <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> <li>• The U2 Crisis of 1960 increased tension between the two Superpowers, with bitter exchanges between Khrushchev and Eisenhower and the collapse of the Paris Summit</li> <li>• Concerns over Berlin increased tension early in the 1960s, e.g. the high levels of <b>defections in 1961, Khrushchev's attempts to pressure JFK at Vienna, increasing</b> military spending by both sides and ultimately the Wall being built in August 1961</li> <li>• The construction of the Berlin Wall saw a short-term but serious stand-off between the two <b>Superpowers, over the rights at the checkpoints, whilst Kennedy's visit in 1963</b> increased rivalry when he promised American support for West Berlin</li> <li>• The Soviet invasion of Czechoslovakia in 1968 worsened relations between the Superpowers, with the USA protesting about Soviet actions.</li> </ul> |   |

| Question  |  |
|---|--|
| 7 (a)   | <p>What impression does the author give about McCarthy?<br/>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><b>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.</b></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<br/>Relevant points may include:<br/>The author gives the impression that McCarthy took the opportunity to make himself popular</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that McCarthy <b>was a minor politician who used Republicans' anger to gain influence</b></li> <li>• <b>The language used by the author, including 'seized his moment', 'few real friends' and 'days were numbered'</b></li> <li>• <b>The author has selected evidence to show that McCarthy's popularity</b> was based on opportunism but has not included that the majority of Americans still had a favourable opinion of him as late as 1954.</li> </ul> |  |



| Question   |   |
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| 7 (b)  | <p>Explain two effects of the new laws that were introduced as a result of the Watergate Scandal.</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><b>Answers must be credited according to candidates' deployment of material in relation to</b> 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"> <li>• An effect was that the smoother passing of the War Powers Act (1973) meant restrictions on the ability of the president to commit US forces to war, requiring Congressional authority for future military action</li> <li>• An effect was that the Federal Election Campaign Act Amendments of 1974 gave Congress greater controls over election campaign finance</li> <li>• An effect was that the Congressional Budget and Impoundment Control Act of 1974 led to Congress gaining greater authority over the federal budget.</li> </ul> |   |

| Question  |   |
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| 7 (c) (i)   | <p><b>'The main reason why progress was made in the civil rights of black Americans in the 1950s and 1960s was federal government action.'</b></p> <div data-bbox="558 396 1406 568" 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"> <li>• federal government action</li> <li>• Martin Luther King.</li> </ul> <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><b>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.</b></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"> <li>• Supreme Court decisions such as <i>Brown v Topeka</i> (1954 and 1955) were significant, challenging discrimination by states under the doctrine of separate but equal, and leading to intervention by federal authorities</li> <li>• Eisenhower sent in the 101st Airborne Division to allow black students to attend Central High in Little Rock in 1957, and encouraged Congress to pass the Civil Rights Act (1957), which led to increases in voter registration</li> <li>• Kennedy nominated Thurgood Marshall to the Court of Appeals in 1961, and Johnson appointed him to the Supreme Court in 1967, demonstrating the commitment of the authorities to improving civil rights</li> <li>• The support of Presidents Kennedy and Johnson proved significant in leading to the passing of the Civil Rights Act (1964) and the Voting Rights Act (1965), which led to significant gains for black Americans.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• <b>King's abilities as an organiser had an impact on the success of campaigns, through his leadership of groups such as SCLC and demonstrations such as Birmingham and Selma</b></li> <li>• <b>King's non-violent approach helped win over both key political figures such as Kennedy, as well as white voters, contributing to the legislation of 1964 and the 1965 Voting Rights Act</b></li> <li>• Numerous campaigners played a significant role as organisers and protestors, such as those seen at the Greensboro sit-in (1960), the March on Washington (1963) and the Mississippi Freedom Summer (1964)</li> <li>• Other civil rights leaders, such as Stokely Carmichael (leader of SNCC) and Malcolm X (Nation of Islam), made significant contributions to progress.</li> </ul> |   |

| Question   |   |
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| 7 (c) (ii)   | <p><b>'The most significant feature of the student protest movement in the years 1960-74 was the anti-Vietnam War movement.'</b><br/>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"> <li>• the anti-Vietnam War movement</li> <li>• Students for a Democratic Society.</li> </ul> <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 <b>second-order historical</b> concepts.</p> |
| <p>Marking instructions</p> <p><b>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.</b></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"> <li>• Student activists and protests focused on campuses were significant in growing the early <b>anti-Vietnam protest movement, e.g. events like the 'teach-in' seen at the University of Michigan in 1965</b> were replicated across dozens of campuses</li> <li>• Anti-Vietnam protests were a major feature of US universities in the late 1960s and early 1970s, e.g. the occupations at Columbia in 1968, major protests across universities in 1969, and events at Kent State and the aftermath in 1970</li> <li>• The student anti-Vietnam War movement was significant in that it encouraged criticism of the failure of the government to fulfil promised domestic reform, e.g. the Great Society</li> <li>• Protests by the student anti-Vietnam War movement attracted significant attention from the media and public, e.g. criticism of the violence and injuries seen at protests, and the backlash seen in some instances.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The Students for a Democratic Society (SDS) were significant in terms of the numbers involved, growing from a small group in Michigan to number around 100,000 by 1968</li> <li>• The SDS - along with the wider student movement - were significant in terms of the <b>range of issues they encompassed, e.g. SDS's Port Huron Statement addressed issues</b> including racism, poverty, materialism and other social ills</li> <li>• The SNCC were significant in their campaigns for civil rights</li> <li>• <b>The women's liberation movement developed</b> a significant presence amongst the student movement, e.g. second-wave feminist groups such as WRAP at the University of Chicago.</li> </ul> |   |

| Question  |   |
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| 8 (a)   | <p>What impression does the author give about the Nationalist victory of 1948?<br/>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><b>Answers must be credited according to candidates' deployment of material in</b> 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<br/>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The author gives the impression that the Nationalists unexpectedly gained power.</li> </ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that the Nationalists had never formed a government before and it was a shock result</li> <li>• <b>The language used by the author, including 'shock', 'fully controlled' and 'sense of surprise'</b></li> <li>• The author has selected evidence to show that it was unexpected that the Nationalists would gain full control but has not included how many whites were already expecting apartheid.</li> </ul> |   |

| Question   |  |
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| 8 (b)  | <p>Explain two <b>effects of Hendrick Verwoerd's policies on South Africa.</b></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><b>Marking instructions</b></p> <p>Answers must be credited according to <b>candidates' deployment of material in relation to</b> 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><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>An effect of Verwoerd's policies was that the Bantu Education Act he introduced</b> brought black education under government control and forced different standards on black and white children</li> <li>• <b>An effect of Verwoerd's policies was that, as Prime Minister from 1958, they led to the creation of Bantu national units (Bantustans), as a result of the Bantu Self-Government Act 1959</b></li> <li>• An effect of the policies of Hendrick Verwoerd was that they led to increased international isolation and condemnation, e.g. leaving the Commonwealth, the start of sporting isolation, and UN condemnation.</li> </ul> |  |

| Question   |   |
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| 8 (c) (i)  | <p><b>'The main reason why the State of Emergency was put in place, in the years 1985-90, was PW Botha's policies.'</b><br/>How far do you agree? Explain your answer.</p> <div data-bbox="557 385 1406 560" 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"> <li>• PW Botha</li> <li>• township unrest.</li> </ul> <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><b>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.</b></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"> <li>• <b>Botha's reforms gave hope that the government was weakening and triggered a wave of protest</b> in the mid-1980s from more radical anti-apartheid groups, contributing to the unrest that prompted the State of Emergency</li> <li>• <b>Botha's reforms provoked tension in urban areas</b>, e.g. the devolved powers meant councils were blamed for the subsequent rent rises and councillors were attacked for <b>being 'sell outs', prompting the unrest</b> that resulted in the State of Emergency</li> <li>• <b>Botha's reforms created divisions</b>, which led to the development and increasing militancy and violence of white paramilitary groups, such as the AWB</li> <li>• <b>Botha's increasing use of the State Security Council, bypassing</b> the reformed Parliament in favour of the military, police and government officials, added to opposition and unrest that resulted in the State of Emergency.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Growing township unrest occurred with rivalry between different groups, e.g. the UDF and Inkatha in Natal/KwaZulu, and violence between ANC and AZAPO in Soweto in 1985, prompting the need for the State of Emergency</li> <li>• Protests borne out of a range of issues pre-dating Botha grew, e.g. the Vaal Triangle uprising 1984-85 originated with school boycotts, then anti-corruption protests and rent strikes, with the police calling in the army, leading to the State of Emergency</li> <li>• The police response to demonstrations saw an escalating spiral of unrest, e.g. <b>violence met with violence, the use of 'instant constables' added to tensions</b>, and riots spread elsewhere, necessitating the State of Emergency</li> <li>• Commissions intended to improve conditions were indirectly responsible for the State of Emergency, e.g. the Wiehahn reforms led to more strikes and unrest, whilst the Riekert reforms <b>increased tension between urban dwellers and homeland 'outsiders'.</b></li> </ul> |   |

| Question  |  |
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| 8 (c) (ii)  | <p><b>'The most significant</b> act undertaken in the dismantling of apartheid, in the years 1990-94, <b>was the release of Nelson Mandela.'</b></p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="555 383 1406 555" 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"> <li>• Nelson Mandela</li> <li>• repeal of apartheid laws.</li> </ul> <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 <b>second-order historical</b> concepts.</p> |
| <p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to</b> 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"> <li>• <b>Mandela's speech on release in February 1990 was significant, with clear demands</b> over the steps necessary in order for subsequent negotiations to take place, e.g. the ending of the State of Emergency, the release of all political prisoners</li> <li>• <b>Mandela's release</b> saw him become the figurehead of the ANC in negotiations with de Klerk's government, e.g. <b>by August 1990 he had replaced Oliver Tambo as the official leader of the ANC</b></li> <li>• Mandela's release was crucial as he was sufficiently regarded by both opponents of apartheid and the authorities to facilitate the dismantling, e.g. his relationship with de Klerk during negotiations helped steer these through difficult patches.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• <b>Despite Mandela's prestige, he was unable</b> to completely quell violence and control young militants</li> <li>• The unbanning of the ANC was a crucial measure, as it encouraged opponents to engage with the authorities in negotiating by legitimising the most significant long-term opposition group</li> <li>• Repealing apartheid laws, such as the Separate Amenities Act and Group Areas Act, demonstrated the commitment of the Nationalist government to reform apartheid, and provided immediate tangible gains to non-white South Africans</li> <li>• The Referendum of March 1992 was a significant measure as, by showing that 68% of <b>whites supported de Klerk's approach, it weakened the voices of white opponents who</b> disagreed with the process of dismantling apartheid</li> <li>• <b>Measures proposed by other individuals were significant, e.g. Joe Slovo's</b> contribution to propose that the new constitution should include a power-sharing system and a jobs guarantee for civil servants overcame a major stumbling block in talks.</li> </ul> |  |

