



# Mark Scheme (Results)

June 2024

Pearson Edexcel International GCSE  
In History (4HI1) Paper 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)

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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. 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.</li><li>• 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>• <b>Answer explains 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>
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### 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 go beyond aspects prompted by the stimulus points.</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 go beyond aspects prompted by the stimulus points.</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 go beyond aspects prompted by the stimulus points.</p>
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Question	
1 (a)	<p>What impression does the author give about the impact in France of involvement in the American War of Independence?</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>Indicative content Relevant points may include:</p> <p>The author gives the impression that the impact in France of involvement in the American War of Independence was that it created severe financial problems.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says, 'he and France became even more in debt.'</li> <li>• The language the author uses, including '<b>massive borrowing</b>', '<b>unpopular taxes</b>'</li> <li>• The author has selected evidence that puts emphasis on involvement in the war creating the financial problems and ignored other contributing factors, e.g. inefficient tax collection.</li> </ul>	

Question	
1 (b)	<p>Explain two <b>effects of Louis XVI's flight to Varennes on France.</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>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 that the flight furthered demands in France for the creation of a Republic, e.g. it <b>reinforced the King's untrustworthiness and confirmed to radicals</b> that he was merely biding his time until he could re-assert his authority</li> <li>• An effect was that the flight confirmed that he wanted to leave France and to return with the Austrian army to aid his restoration as an absolute monarch</li> <li>• An effect was that the flight convinced many Parisians that France should be a Republic, e.g. in Paris, the seat of government, the flight weakened support for the King and a constitutional monarchy.</li> </ul>	

Question	
1 (c) (i)	<p>'In the years 1787-89, the main short-term cause of the <b>French Revolution, was the meeting of the Estates General.</b>'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="464 421 1428 593" 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 Estates General (May 1789)</li> <li>• the Assembly of Notables (February 1787).</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</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>• The meeting of the Estates General in May 1789, condemned the government of the ancient régime for its despotism and inefficiency and proposed significant reform</li> <li>• The Estates emphasised the need for regular meetings of the Estates General, no taxation without consent, freedom for the press and the abolition of the hated <i>lettres de cachet</i>, all of which undermined the power of the ancien régime</li> <li>• The cahiers of the Third Estate, which was within the Estates General, demanded financial equality, the rights of individual citizens, the abolition of feudal rights and agricultural and trade reform, which triggered the revolution.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The Assembly of Notables, in February 1787, refused to endorse the tax reforms <b>proposed by the King's ministers, which they blocked and then recommended the</b> convocation of the Estates General</li> <li>• Calonne's published tax proposals were popular with the Third Estate, which further encouraged members of the Third Estate to demand reform and a fair taxation system</li> <li>• As a consequence of the Tennis Court Oath, popular opinion in Paris turned against the ancien régime</li> <li>• The storming of the Bastille (12-14 July 1789) was significant, as a symbol of royal authority had been challenged and, with the defection of some royal troops, <b>the king's authority was seriously damaged</b></li> <li>• The Grande Peur (July/August 1789) 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	
1 (c) (ii)	<p data-bbox="459 253 1326 320">‘In the years 1792-94, the main consequence of the rule of the National Convention was the <b>execution of Louis XVI.</b>’</p> <p data-bbox="459 327 1054 360">How far do you agree? Explain your answer.</p> <div data-bbox="488 416 1402 680" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p data-bbox="491 421 1062 454">You may use the following in your answer:</p> <ul data-bbox="635 499 1166 636" style="list-style-type: none"> <li data-bbox="635 499 1166 566">• the execution of Louis XVI (January 1793)</li> <li data-bbox="635 573 1166 636">• the Edict of Fraternity (November 1792).</li> </ul> <p data-bbox="491 645 1054 678">You must also use information of your own.</p> </div> <p data-bbox="459 730 1414 797">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="576 824 1430 925">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p data-bbox="204 947 517 981">Marking instructions</p> <p data-bbox="204 987 1409 1088"><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 data-bbox="204 1095 1426 1196">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 data-bbox="204 1238 483 1272">Indicative content</p> <p data-bbox="204 1279 994 1312">Relevant points which support the statement may include:</p> <ul data-bbox="252 1319 1418 1576" style="list-style-type: none"> <li data-bbox="252 1319 1418 1420">• The execution of the King split opinion within the Convention and in France, e.g. Robespierre and the Montagnards had favoured trial and execution, many Girondins had accepted the trial but had been reluctant to kill the King</li> <li data-bbox="252 1420 1251 1453">• Execution of the King marked the end of absolute monarchy in France</li> <li data-bbox="252 1453 1326 1509">• There was widespread revulsion at the execution of the King and this led to regional revolts</li> <li data-bbox="252 1509 1418 1576">• The execution prompted widespread concern about the likely reaction from hostile European monarchies and the government lived in fear of foreign invasion.</li> </ul> <p data-bbox="204 1583 994 1617">Relevant points which counter the statement may include:</p> <ul data-bbox="252 1624 1422 2009" style="list-style-type: none"> <li data-bbox="252 1624 1422 1724">• In declaring the Edict of Fraternity, the National Convention caused the Revolutionary Wars, which saw France fighting against some European countries and a civil war against royalists and moderates in France</li> <li data-bbox="252 1724 1422 1825">• The National Convention introduced the Terror, which had consequences for French citizens, e.g. between 15,000 to 50,000 were arrested, imprisoned without <b>trial and beheaded at the guillotine, based on the ‘Law of Suspects’</b></li> <li data-bbox="252 1825 1422 1915">• The National Convention controlled the country with extreme <b>radical ‘emergency’</b> measures, e.g. setting up the Revolutionary Tribunal, the Committee of Public Safety</li> <li data-bbox="252 1915 1422 2009">• The National Convention introduced the <i>levée en masse</i>, which required all unmarried men between the ages of 18 and 25 to join the army, set up factories to produce weapons and required women and children to make uniforms.</li> </ul>	

Question	
2 (a)	<p>What impression does the author give about the reaction of the Great Powers to the events of 1860 in Italy?</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>Indicative content Relevant points may include:</p> <p>The author gives the impression that the reaction of the Great Powers to Italian unity was one of alarm.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says, 'The events of the summer of 1860 in Italy had raised tension <b>amongst the Great Powers of Europe.</b>'</li> <li>• The language the author uses, including, '<b>extremely fearful</b>', '<b>protest</b>', '<b>threat</b>'</li> <li>• The author has selected evidence that gives emphasis to the negative responses of some of the Great Powers and ignored the fact that Britain was very supportive of the new unified state and willing to offer it military assistance.</li> </ul>	

Question	
2 (b)	<p>Explain two <b>effects of 'Piedmontisation', in the years 1862-70, on Italian Unification.</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>Marking instructions</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 one consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>An effect was that 'Piedmontisation'</b> showed that Cavour and Piedmontese politicians had little regard for the south of Italy, e.g. its poverty and backwardness, and this was an obstacle to unification</li> <li>• <b>An effect was that 'Piedmontisation' led to the crushing of opposition, e.g.</b> peasants who demanded land and freedom, and this hindered unification</li> <li>• <b>An effect was that 'Piedmontisation' created resistance, e.g.</b> laws were resisted in Tuscany and Garibaldians and democrats across the peninsula argued against <b>'Piedmontisation'</b>, which hindered unification.</li> </ul>	

Question	
2 (c) (i)	<p><b>'The main consequence of the 1848 Revolutions in the Italian states was the impact on the papacy.'</b></p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="555 432 1404 622" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the papacy</li> <li>• Piedmont.</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:

- As a consequence of the 1848 Revolutions, the papacy confirmed its support of Austria, e.g. it was not prepared to upset Catholic Austria for the sake of Italian unity, stating that the war against Austria did not have its blessing or support
- As a consequence of the 1848 Revolutions, the papacy rejected the idea of leading any Italian confederation, e.g. Pope Pius IX issued the Allocution
- As a consequence of the 1848 Revolutions, **the weakness of the papacy's temporal powers** was exposed, as Italian nationalists realised that unification would not be achieved by leadership from the papacy.

Relevant points which counter the statement may include:

- In Piedmont, for the first time, people could have a say in the way the state and government was run, e.g. 1848 *Statuto* stated the Lower House of Parliament could be voted for by the public
- The 1848 Revolutions led to some absolute rulers granting liberal constitutions, e.g. in Naples, Tuscany, Modena and Parma, which gave nationalists hope regarding future unification
- The 1848 Revolutions led to the weakening of Austrian 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 strengthened the resolve and leadership skills of some nationalists who now believed that unification could be achieved, even if it would take time
- 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>'In the years 1854-59, the Pact of Plombières was the main factor contributing towards Italian unification.'</b></p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Pact of Plombières (1858)</li> <li>• the Treaty of Villafranca (1859).</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>

### 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 Pact of Plombières was made to provoke Austria into declaring war on **Piedmont, so that France could come to Piedmont's aid and help** in the process of Italian unification
- The Pact of Plombières saw Savoy ceded to France, as it was predominantly French speaking, in return for the support of 200,000 French troops to aid in the war against Austria, which aided the process of unification
- The Pact of Plombières created the Kingdom of Upper Italy, which contributed towards Italian unification.

Relevant points which counter the statement may include:

- **The Treaty of Villafranca weakened Austria's grip on the Italian peninsula as** Austria agreed that Lombardy be given to France, which strengthened French influence on the process of Italian unification
- **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
- Orsini intended that the assassination of Napoleon would lead to a restoration of a republic in France that would then be well disposed to help in the process of Italian unification
- French military victories at the Battles of Solferino and Magenta signposted the **weakening of Austria's grip over the peninsula**, and this aided the process of Italian unification
- 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 who determined to bring about unification.

Question	
3 (a)	<p>What impression does the author give about life on the German Home Front during 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><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 Relevant points may include:</p> <p>The author gives the impression that life on the German Home Front was very harsh.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that bombs 'destroyed homes in Germany, forcing many Germans to live in cellars.'</li> <li>• The language the author uses, including '<b>suffered</b>', '<b>rat-infested</b>', '<b>executed</b>'</li> <li>• The author has selected evidence that puts emphasis on the difficulties and hardship endured on the Home Front and ignored that German morale was not completely <b>shattered and people's diet was reasonable until mid-1944.</b></li> </ul>	

Question	
3 (b)	<p>Explain two effects of Nazi Party reorganisation, in the years 1924-28, on the Nazi Party.</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'</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>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 that the reorganisation divided the Nazi Party into regions and this was crucial to the survival of the Nazi Party as it aided membership growth</li> <li>• An effect was that, at the Bamberg Conference (1926), a new autocratic structure based around obedience to Hitler, e.g. Führerprinzip, was established, which gave the party a focus</li> <li>• An effect was that at the Nuremberg conference (1927), unsuitable Gauleiters were replaced and this strengthened central party organisation and improved bureaucracy.</li> </ul>	

Question	
3 (c) (i)	<p>'In the years 1919-23, the most significant challenge to the Weimar Republic came from the Spartacist uprising.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="557 448 1406 618" 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 Spartacist uprising (1919)</li> <li>• the Kapp Putsch (1920).</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 Spartacist uprising saw street demonstrations in Berlin, with newspaper officers being taken over, and the formation of a revolutionary committee, which proclaimed the end of the Ebert-Scheidemann government</li> <li>• The revolutionary committee called on the workers of Berlin to stage a general strike and 500,000 workers poured into the centre of the city, protesting against the Weimar government and calling for elections</li> <li>• The challenge from the Spartacists was such that the Weimar government needed the <i>Freikorps</i> to brutally crush it.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The early success of the Kapp Putsch significantly undermined the Weimar Republic in March 1920</li> <li>• The attempted Munich Putsch (1923) by the Nazi Party had the support of opponents of the Weimar Republic, e.g. General Ludendorff</li> <li>• The Weimar Republic was challenged by right-wing terror organisations who carried out over 300 political assassinations, including that of the Weimar politician Walter Rathenau</li> <li>• The Weimar Republic faced the challenge of the restrictions imposed by the Treaty of Versailles, e.g. land loss, war guilt, military reduction</li> <li>• The Weimar Republic faced the challenge of post-war economic problems, e.g. reparations and hyper-inflation.</li> </ul>	

Question	
3 (c) (ii)	<p><b>'The Enabling Act was the main reason why the Nazis were able to set up a dictatorship in Germany in the years 1933-4.'</b> How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Enabling Act (1933)</li> <li>• the death of President von Hindenburg (1934).</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 Enabling Act gave the Nazis the power to set up the dictatorship by passing laws that changed the constitution as they saw fit
- The Enabling Act effectively granted Hitler dictatorial powers by allowing him to make laws without consulting the Reichstag
- The Enabling Act gave Hitler power that he used to wipe out opposition, e.g. in May 1933 trade unions were banned, in July 1933 all political parties, except the Nazis, were made illegal.

Relevant points which counter the statement may include:

- The death of von Hindenburg (1934) allowed Hitler to combine the role of Chancellor and President into Führer, and enforce an oath of loyalty on the armed forces to the Nazi dictatorship
- Hitler was legally appointed Chancellor January 30, 1933, and this gave him the basis to begin the process of establishing a dictatorship, e.g. making deals with the army and big business
- Nazi Party policies had made them very popular, e.g. promises of restoring full employment, rearmament, which helped them ease their way in establishing a dictatorship
- The Reichstag Fire gave the Nazis a tactical and propaganda opportunity to get von Hindenburg to sign the Emergency Decree for the Protection of the German People, which suspended democratic freedoms
- The Night of the Long Knives (1934) saw Hitler purge the leadership of the SA and murder others, e.g. von Schleicher and Gregor Strasser, which cleared any opposition to the setting up of the dictatorship.

Question	
4 (a)	<p>What impression does the author give about India in 1947?</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>Indicative content Relevant points may include: The author gives the impression that in 1947 India was in chaos.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says '...created the displacement of people in India, as well as destruction and death.'</li> <li>• The language the author uses, including '<b>terrified</b>', '<b>stranded</b>', 'murdered'</li> <li>• The author has selected evidence that put emphasis on the negative effects of Partition and ignored the positive effects, e.g. Partition allowed independence which meant people were free from colonial rule.</li> </ul>	

Question	
4 (b)	<p>Explain two effects of the Round Table Conferences on India in the 1930s.</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 that the First Round Table Conference weakened British rule in India as it had a broad range of Indian political opinion present, made progress and decided India would be run as a federation</li> <li>• An effect was that the Second Round Table Conference demonstrated the lack of agreement between Hindus and Muslims regarding separate electorates, reserved <b>seats for racial minorities and Gandhi's ability to represent all of India</b></li> <li>• An effect of the Round Table Conferences was to create further discontent in India as no long-term solution to how the country should be run was agreed.</li> </ul>	

Question	
4 (c) (i)	<p><b>'The Rowlatt Acts were the main reason why British rule in India was unpopular in 1919.'</b></p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="496 443 1406 696" 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 Rowlatt Acts (1919)</li> <li>• the Government of India Act (1919).</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 Rowlatt Acts confirmed that the promises made by the Montagu-Chelmsford reforms were meaningless and all the British intended to do was use force in their rule of India, which made them unpopular</li> <li>• The Rowlatt Acts included trial without jury, censorship and house arrest, which led to Britain being seen as authoritarian and this increased its unpopularity</li> <li>• The Rowlatt Acts alienated a wide range of Indian public opinion, which fuelled growing nationalism.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The Government of India Act created the Dyarchy, which was unpopular because it failed to offer Indian self-government</li> <li>• <b>The Government of India Act maintained Britain's control of military matters,</b> foreign affairs, currency, communications and criminal law, and many nationalists were disappointed</li> <li>• 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</li> <li>• The annulment of the partition of Bengal had led the Muslim League to believe <b>that Britain would not recognise Muslims and this increased Britain's unpopularity</b> among the Muslim community</li> <li>• India had poured men and materials into the war effort, and contributed financially through taxation, and this led to a growing desire for self-governance, which did not happen and increased dissatisfaction with British rule.</li> </ul>	



Question	
4 (c) (ii)	<p><b>'In the years 1920-27, the most significant feature of opposition to British rule was Gandhi's civil disobedience campaign.'</b></p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• <b>Gandhi's civil disobedience campaign</b></li> <li>• the Muslim League.</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>

### 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:

- Gandhi believed in peaceful protest, based on *satyagraha* or soul force. He promoted Indian nationalism through sit-down protests, strikes, marches and boycotts, which opposed British rule in a peaceful way
- Gandhi was instrumental in fostering growing Indian nationalism by making the Congress Party a popular one for all Indians regardless of caste or religion, e.g. untouchables, Hindus and Muslims
- Gandhi promoted the growth of Indian nationalism by encouraging Indians to oppose **Britain's economic power, e.g. not buying imported British-made clothes** and urged them to spin and weave their own clothes.

Relevant points which counter the statement may include:

- The Muslim League supported the Khilafat Movement, which repudiated British rule in India and legitimised Muslim participation in the Indian National Movement
- The Delhi Proposals saw the issue of separate electorates resolved, which meant that Hindu-Muslims relations had improved and together they expressed their opposition to British rule
- The Hunter Report (1920) on Amritsar and the vindication of Dyer fuelled opposition to British rule and growing Indian nationalism, as the British authorities were seen as complicit
- The Indian National Congress was instrumental in promoting Indian nationalism through the idea of eventual independence and throughout the 1920s opposed British rule and worked to overthrow it
- There was considerable opposition to British rule as a result of the failure to have Indian representation on the Simon Commission, which further fuelled the growth of Indian discontent.

Question	
5 (a)	<p>What impression does the author give about war production in the Soviet Union? 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</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 Relevant points may include: The author gives the impression that war production was very impressive.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that a great effort was undertaken to move war production, and that this resulted in production being higher in 1942 than the previous year</li> <li>• <b>The language used by the author, including 'quickly organised', 'huge effort... swiftly achieved', and 'greater than... flowed off the production lines'</b></li> <li>• The author has selected evidence to show the achievements of war production but has not included evidence of the reliance upon Allied support for equipment.</li> </ul>	

Question	
5 (b)	<p>Explain two effects of the cult of personality on the Soviet Union.</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 the cult of personality was that it helped build a pseudo-religious devotion to Lenin, e.g. films such as <i>Three Songs about Lenin</i> successfully depicted him as a saviour of the Russian people</li> <li>• An effect of the cult of personality was that it successfully linked a '<b>cult of Stalin' to Lenin, with artworks and articles praising Stalin's wisdom to encourage ordinary citizens to worship their leader and thus won Stalin support</b></li> <li>• An effect of the cult of personality was that it linked Stalin to celebrating the achievements of ordinary people, e.g. Stakhanovites or citizens from the non-Russian republics invited to the Kremlin, or artwork such as that of Stalin and 'Gelya'.</li> </ul>	

Question	
5 (c) (i)	<p><b>'The main reason for Stalin's success in the leadership struggle was the weaknesses of Trotsky.'</b></p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="515 365 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"> <li>• <b>Trotsky's weaknesses</b></li> <li>• <b>Stalin's position within the Communist Party.</b></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>• Trotsky made little effort to build a broad support base within the Communist Party, which made it difficult for him when facing Party Congresses that tended to contain significant numbers of supporters of Stalin</li> <li>• Factors such as his Jewish origins, late conversion to Bolshevism and failure to attend <b>Lenin's funeral counted against Trotsky</b></li> <li>• <b>Trotsky's own errors of judgement weakened his cause, e.g. his attack on party bureaucracy in 1924 at a time when he needed support, or his attack on Lenin's economic policies in the same year.</b></li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Stalin held significant positions within the Communist Party, most notably that of General Secretary, which gave him a strong power base, such as the loyalty owed to him by the wave of recruits who had joined in the mid-1920s</li> <li>• Stalin was more astute than his rivals in ensuring he introduced, or was associated <b>with, policies which were well suited to Soviet needs at the time, e.g. 'Socialism in One Country'</b></li> <li>• <b>The decision by Stalin's rivals not to publish Lenin's testimony on the grounds it would damage party unity was a mistake, insofar as the testimony would have significantly weakened Stalin's claims to be Lenin's chosen successor</b></li> <li>• Zinoviev had significant weaknesses that limited support for him within the Party, including his naked ambition and his previous disagreements with Lenin</li> <li>• Other potential candidates had significant weaknesses, e.g. Lenin had raised doubts <b>over the extent to which Bukharin's views were truly Marxist, whilst Kamenev was regarded as an overly cautious compromiser and an uninspiring public speaker.</b></li> </ul>	

Question	
5 (c) (ii)	<p>'The most <b>significant feature of Stalin's economic policies, in the years 1924-33, was industrialisation.</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>• industrialisation</li> <li>• collectivisation.</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>Word. 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>• Industrialisation saw significant success in terms of GNP growth, doubling from 1928 to 1940, and with significantly higher annual growth rates than most other nations at a time of global depression</li> <li>• There was significant success in many key areas of heavy industry, e.g. the output of coal, steel, oil and electricity saw huge increases from the 1920s to 1941</li> <li>• Many key industrial workers saw significant improvements in wages and treatment, e.g. specialist factory workers, engineers, managers and Stakhanovites did better</li> <li>• Industrialisation saw major changes to the life of the significant section of the <b>working-class who gained promotion, e.g. the 'proletarian advancement' programme</b> saw 150,000 retrain as engineers and administrators.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• A declining standard of living was clearly notable, as targets under the Five-Year plans prioritised primary and heavy industry, and thus there was little focus or incentive to produce consumer goods</li> <li>• Forced collectivisation played a significant role in the widespread famine from 1932, with an estimated 7 million deaths across the Ukraine, Kazakhstan and the Caucasus</li> <li>• Collectivisation was significant as it meant that many peasants were forced to move on to collective farms, and was politically significant as it helped move the Soviet Union move further towards socialism, e.g. with the elimination of Kulaks</li> <li>• <b>The development of Machine Tractor Stations was a significant feature of Stalin's economic policies, with over 530,000 machines being under state control for use by the peasantry by the late 1930s.</b></li> </ul>	

Question	
6 (a)	<p>What impression does the author give about the attitudes of Hungarians to Soviet control in the 1950s? 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 Relevant points may include: The author gives the impression that Hungarians hated Soviet control in the 1950s.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that Hungarians hated various aspects of Soviet control, such as loss of freedom and declining living standards</li> <li>• The <b>language used by the author, including 'detested', 'fear' and 'resented the presence'</b></li> <li>• The author has selected evidence to show how Hungarians hated Soviet control, but has not included how Communist Party members within Hungary were more supportive of Soviet influence.</li> </ul>	

Question	
6 (b)	<p>Explain two effects of the Yalta Conference on Superpower relations in 1945.</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 the Yalta Conference was the creation of four occupation zones in Germany and Berlin, and the demilitarisation of the country meant the need for continued cooperation between the wartime allies</li> <li>• An effect of the Yalta Conference was that the agreement that Poland be seen as <b>under the Soviet 'sphere of influence'</b> caused tension as it later became clear this ran counter to the West's belief in the right of countries to choose their own governments</li> <li>• An effect of the Yalta Conference was that Stalin's agreement to join the United Nations fostered positive hopes of the powers working together on international issues.</li> </ul>	

Question	
6 (c) (i)	<p>'The main reason for the development of the Cold War, in the years 1947–49, <b>was the actions of the USA.</b>'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="558 362 1404 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>• the actions of the USA</li> <li>• The Berlin Crisis (1948-49).</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>Truman's actions in 1947 marked a decisive shift in approach, with the USA's break from cooperation with the USSR to a degree of confrontation, demonstrating to Stalin the USA's willingness to act to contain the spread of communism</b></li> <li>• The Truman Doctrine was significant as it committed the USA to the defence of Western Europe, and so marked a key step in the division of Europe between East and West</li> <li>• The Marshall Plan increased divisions between East and West, as the use of American funds highlighted the economic weaknesses of the Soviet Union and so humiliated and <b>angered Stalin, who referred to this as 'dollar imperialism'</b></li> <li>• In giving billions of dollars of aid to the 16 OEEC nations, the Marshall Plan exacerbated the divide between Eastern and Western Europe, and further strained relations between the Soviets and the USA.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• <b>Stalin's actions over Berlin increased disagreement between the powers, with the blockade and airlift serving as an open rift between the former allies, lasting nearly a year and resulting in a severing of trust</b></li> <li>• The Berlin Crisis was significant as it convinced Truman and the West of the need to strengthen Western Europe against Soviet expansion, leading to the establishment of military alliances</li> <li>• The setting up of Soviet-backed communist regimes in several Eastern European <b>nations against the electorate's wishes heightened Cold War fears over Europe e.g. Czechoslovakia in 1948</b></li> <li>• The establishment of Soviet-dominated organisations, such as Cominform and Comecon, contributed to the division of Europe into two power blocs, increasing tension.</li> </ul>	



Question	
6 (c) (ii)	<p><b>'The most significant</b> crisis in the Cold War in the 1960s was the Cuban crisis.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="555 389 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>• Cuba</li> <li>• Czechoslovakia.</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>

### 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 involvement in the failed Bay of Pigs invasion was significant as it strengthened **Castro's position in Cuba, drew Cuba and the Soviet Union closer together, and** resulted in increased arms shipments to Cuba through the spring and summer of 1962
- The crisis over Cuba was significant as it saw increasing concern within the USA at the notion of a near neighbour developing such close relations with the Soviet Union
- The discovery of the development of nuclear ballistic missiles in Cuba saw a crisis which many on both sides felt was the closest the US and Soviet Union came to direct confrontation
- The resolution of the crisis was significant both in appearing as a victory for Kennedy, with Khrushchev having backed down, as well as in leading to both the US and Soviet Union taking steps to mitigate against future crises, e.g. establishing the hotline.

Relevant points to counter the statement may include the following.

- As a result of the Soviet invasion of Czechoslovakia, the Brezhnev Doctrine was introduced to send a message to the West that the Soviet Union would not allow liberalisation
- The Soviet invasion of Czechoslovakia was significant as there was a reduced threat of **conflict over 'containment' between the East and West, as the USA accepted the** Soviet reassertion of its claim over Eastern Europe
- The construction of the Berlin Wall led to a serious stand-off between the two **superpowers, e.g. it led to disputes over checkpoints, and Kennedy's visit to West** Berlin, following the building of the Wall, increased rivalry and tension
- The U2 Crisis of 1960 was significant as it increased tension between the two superpowers. There were bitter exchanges between Khrushchev and Eisenhower at the Paris Summit.

Question	
7 (a)	<p>What impression does the author give about the anti-Vietnam War protests? 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 Relevant points may include: The author gives the impression that the anti-Vietnam War protests were extreme.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that the protests saw violent episodes, and provoked a major reaction</li> <li>• <b>The language used by the author, including 'criminal', 'brutal clashes' and 'horrified'</b></li> <li>• The author has selected evidence to show the scale and violence of the protests but has not included specific examples of peaceful protests.</li> </ul>	

Question	
7 (b)	<p>Explain two effects of McCarthyism on the USA in the 1950s.</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 one consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• McCarthyism fuelled the Red Scare within US politics, increasing investigations into alleged communist activity through bodies such as the Senate sub-committee, and acting as a divisive political issue in elections in 1950 and 1952</li> <li>• McCarthyism inflicted significant damage on the lives of thousands of Americans, e.g. public naming of suspects damaged reputations, and thousands of government employees lost their jobs on the basis of accusations alone</li> <li>• As a result of McCarthyism, 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.</li> </ul>	

Question	
7 (c) (i)	<p>'The main reason why progress was made in the civil rights of black Americans in the 1950s was the influence of the Supreme Court.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="558 396 1404 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>• The Supreme Court</li> <li>• President Eisenhower.</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>• From the 1950s, the Supreme Court began to incorporate the Bill of Rights, and thus force states to abide by it, a significant departure from the approach that had held since the late 19th century</li> <li>• The appointment of Earl Warren as Chief Justice from 1953 marked a significant shift, from which point the Supreme Court was far more willing to support measures favourable to the civil rights of black Americans</li> <li>• Supreme Court decisions such as those made in the cases of Sweatt v Painter and McLaurin v Oklahoma (1950) made it more difficult for states to use the notion of <b>'separate but equal' facilities to deny black Americans their rights</b></li> <li>• The Brown versus Topeka judgement was significant, as a judicial backing was given to a challenge to discrimination, unanimously declaring that separate but equal facilities in education were unconstitutional, and should be desegregated.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• <b>President Eisenhower's decision to send 1,000 troops to Little Rock and place the national guard on federal service</b> made a significant contribution to desegregation</li> <li>• The 1957 Civil Rights Act, proposed by Eisenhower, made a symbolic contribution as <b>the first civil rights legislation in decades, demonstrating the federal government's commitment to progress</b></li> <li>• By 1956, the Montgomery Bus Boycott ended segregation on buses in Montgomery, and saw the creation of the Montgomery Improvement Association, demonstrating the effectiveness of grassroots groups in improving in civil rights</li> <li>• The murder of Emmett Till, and subsequent acquittal of his killers, increased media coverage of civil rights issues and galvanised public opinion, leading to protests across the USA and increased calls for federal intervention.</li> </ul>	

Question	
7 (c) (ii)	<p><b>'The</b> most significant development towards gaining civil rights in the 1960s was the growth of the Black Power movement.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="557 360 1406 533" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Black Power</li> <li>• the Civil Rights Act (1964.)</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>• Black Power marked a significant shift in the civil rights movement, with a more confrontational approach, and a more dispersed approach, both geographically and in terms of its social and cultural reach, beyond mere political rights</li> <li>• Black Power was significant as it raised consciousness and promoted cultural identity, <b>e.g. the 'Black is Beautiful' movement aimed at rejecting judgement against the</b> norms of white culture and society, and positively promoting inherent black virtues</li> <li>• The emergence of Black Power was significant as it highlighted frustrations with the slow-moving efforts of previous efforts to seek improvements through integration, and increasingly came to see self-determination as crucial to achieving equality.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The Civil Rights Act (1964) was significant as it specifically outlawed discrimination on the basis of race or colour in voter registration, schools, employment, public spaces and in the provision of services (like theatres and restaurants)</li> <li>• The Civil Rights Act gave the Federal Government the power to withhold funds from states for federally-funded projects in the event of non-compliance, and the Attorney General the power to enforce desegregation in schools.</li> <li>• The Voting Rights Act was significant as it forbade discriminatory voting tests and allowed the Attorney General to supervise voter registration. It led to a massive increase in the number of black Americans registered to vote</li> <li>• The Nation of Islam - and prominent figures such as Elijah Muhammad and Malcolm X - were significant as they developed black militancy and nationalism in response to the perceived failure to address conditions in Northern ghettos</li> <li>• Numerous other events and campaigns were significant, e.g. the Greensboro sit-in (1960), the March on Washington (1963) and the Mississippi Freedom Summer (1964) all attracted public, media and government attention and support.</li> </ul>	

Question	
8 (a)	<p>What impression does the author give about the impact of the Group Areas Acts on South Africa? 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 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 Relevant points may include: The author gives the impression the Group Areas Acts had a harmful impact on South Africa.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that the Group Areas Acts eradicated urban communities where <b>'Coloured, Indian and African people' lived and worked</b></li> <li>• <b>The language used by the author, including 'force out', 'cruelties' and 'harsh urban changes'</b></li> <li>• The author has selected evidence to show the harmful impact that the Group Areas Acts had but has not included the economic gains by white dwellers who took over property in South African cities.</li> </ul>	

Question	
8 (b)	<p>Explain two effects of Black Consciousness on South Africa.</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 Black Consciousness was that it contributed to the organising of student and youth opposition to apartheid, e.g. the 1976 Soweto Youth Uprising</li> <li>• An effect of Black Consciousness was that it gave intellectual coherence to resistance, directly attacking acceptance of inferiority and rejecting ideas such as homelands, e.g. use of the <b>word 'black' as opposed to the negative 'non-white' typically used</b></li> <li>• An effect of Black Consciousness was that it gave practical resistance by encouraging black South Africans to help themselves by establishing independent Black Community Programmes, such as the Zanempilo Community Health Clinic.</li> </ul>	

Question	
8 (c) (i)	<p><b>'The main consequence of Botha's reforms, in the years 1978-90, was an increase in opposition amongst Afrikaners.'</b> How far do you agree? Explain your answer.</p> <div data-bbox="557 387 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>• Afrikaner opposition</li> <li>• the State of Emergency (1985-90).</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 reforms led to opposition from those within the Nationalist Party who saw the reforms as a threat to white minority rule, leading to the creation of the Afrikaner Conservative Party, which gained enough support to become the main opposition</li> <li>• The 1987 election saw the Conservative Party gain 37 per cent of the Afrikaner vote, <b>in response to concerns amongst the white population over the impact of Botha's reforms</b>, e.g. the decline in their standard of living, the end of the colour bar</li> <li>• <b>The AWB used Botha's reforms as a rallying point, speaking out against the lifting of restrictions</b>, committing acts of violence against non-white South Africans, and growing in support to number 5-7 per cent of the white population.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The reforms provoked rioting and township unrest, and ultimately led to the necessity of the State of Emergency being declared in 1985</li> <li>• <b>Botha's reforms gave hope to anti-apartheid groups</b> that the government was weakening – they triggered a wave of protest in the mid-1980s, encouraged radicals within the ANC and Inkatha, and fostered new movements such as the UDF</li> <li>• <b>Botha's reforms led to the increased political involvement of black</b> South Africans in local politics, e.g. the establishment of urban councils, as well as increased investment in townships</li> <li>• <b>Botha's reforms provoked a negative reaction amongst some urban black</b> South Africans, e.g. there was tension created as a result of the powers devolved to urban councils and the subsequent rent rises, or accusations of councillors being 'sell outs'</li> <li>• <b>The deteriorating situation created by the failed attempt at reform led to Botha's</b> government bypassing much of the recently established constitutional change, and thus led to an increased police and military presence in South Africa.</li> </ul>	



Question	
8 (c) (ii)	<p>'The main reason for the repeal of apartheid (1991) was the role played by FW de Klerk.'</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>• FW de Klerk</li> <li>• international opposition.</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>• De Klerk was significant as the first leader who accepted that apartheid would have to end completely and be replaced by black majority rule</li> <li>• De Klerk made the ANC and other previously banned parties (e.g. the PAC and SACP) legal, which contributed to the repeal of apartheid, as it was a crucial step in negotiation for both repeal and a future political settlement</li> <li>• De Klerk undertook measures that weakened those within the South African state who resisted the repeal of apartheid, e.g. he curbed the influence of the State Security Council and elements of the military.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• International pressure and economic action against apartheid began prior to PW <b>Botha's reforms, e.g. the impact of sanctions and disinvestment, weakened the</b> economy and led to the recognition of the need for change</li> <li>• The ending of the Cold War had an impact, insofar as it meant communist influence amongst opposition groups, was perceived to be a lesser threat, while also weakening implicit western support for South Africa as a bulwark against regional communism</li> <li>• Church leaders were vocal opponents throughout the 1980s, encouraging opposition and creating pressure for reform through leadership of groups such as the UDF, and activities such as mass rallies</li> <li>• Reform resulted from the obvious failings of apartheid, e.g. white South Africans came to see the regime as unfeasible in the long-term, with growing awareness of problems in the townships and the lack of legitimacy of black allies in government</li> <li>• The ANC played a significant role in demonstrating peaceful transition could be possible, e.g. it presented itself as a moderate party, absorbed many of the opposition supporters from the disbanded UDF and MDM, and worked closely with CONTRALESA.</li> </ul>	

