



Mark Scheme (Results)

November 2020

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)

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

Question (b)

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

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

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

Question (c)

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

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

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

4	13-16	<ul style="list-style-type: none">• An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</p>
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Question	Mark scheme
1 (a)	<p>What impression does the author give about the effects of poor harvests?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>The author gives the impression that the effects of poor harvests were devastating.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that poor harvests 'were damaging for all' • The language the author uses, including 'robbed', 'crippling' and 'desperation' • The author has selected evidence to show the negative effects of poor harvests on the lower classes and ignored how speculators exploited the situation for maximum profit and benefitted from poor harvests. 	

Question	Mark scheme
1 (b)	Explain two effects of the Thermidorian Reaction on France in the years 1794-95.
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The Thermidorian Reaction ended the excesses of the Terror, e.g. it repealed the Law of Suspects and this created stability • The Thermidorian Reaction introduced a greater spirit of toleration and a partially successful attempt to reconcile republicans and royalists • The Thermidorian Reaction ended controversial aspects of Robespierre's policies, e.g. the Cult of the Supreme Being was abandoned. 	

Question	Mark scheme
1 (c) (i)	<p>'The King's flight to Varennes was the main reason why France became a Republic in 1792.'</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the King's flight to Varennes • the role of the Jacobins. <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 flight reinforced the King's untrustworthiness and confirmed to radicals that he was merely biding his time until he could re-exert his authority, therefore, furthering their demands for the creation of a Republic**
- The suggestion that his intention was to leave France and return with the Austrian army damaged his credibility and led to demands for a Republic
- It was suggested that his intention was to gain the protection of a royalist military commander and renegotiate the terms of the Constitution in his favour and this fuelled demands for a Republic
- Being brought back to Paris, in disgrace, seriously weakened support for the King and a constitutional monarchy, and Parisians began to talk of a Republic.

Relevant points which counter the statement may include:

- Jacobins sent a stream of petitions demanding the ending of the monarchy and the creation of a Republic
- The actions of the Sans Culottes hastened the transition from a constitutional monarchy to a republic, e.g. taking over the Hôtel de Ville, setting up a revolutionary *commune*, the attack on the Tuileries and the September massacres
- The war further divided the French nation as failure was blamed on counter-revolutionaries, e.g. the court, nobles and refractory priests, yet Louis vetoed laws and appeared to undermine the war effort leading to demands for a Republic
- The issuing of the Brunswick Manifesto further increased tension and, as a consequence, the largely republican fédérés from the provinces began to mass in Paris demanding a Republic.

Question	Mark scheme
1 (c) (ii)	<p>'The most significant impact of the Terror, in the years 1793-94, was the control of the French people'.</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • control of the French people • elimination of the Girondins. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • The Revolutionary Tribunal was set up in Paris to try those accused of counter-revolutionary activities • Watch (or revolutionary) committees were set up in each <i>commune</i> and in every major town to watch for suspected traitors • Representatives-on-mission were appointed to go out into the provinces to speed up conscription and check the conduct of army generals • The Committee of General Security was set up exclusively to deal with matters of internal security, controlling a spy network and secret police force that informed on the population. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The Girondins were seen as enemies of the revolution and were expelled from the Convention, which resulted in the elimination of moderate opinion influencing the government of France, and the domination of Robespierre • The Terror had terrible consequences for French citizens, e.g. between 15,000 to 50,000 were arrested, imprisoned without trial and beheaded at the guillotine • The Terror resulted in key figures who had supported the revolution, e.g. Danton, coming under 'suspicion' and being executed 	

- The Terror led to the *levée en masse*, which significantly increased the size of the French army, allowing France to defeat its foreign enemies.

Question	Mark scheme
2 (a)	<p>What impression does the author give about 'Piedmontisation' during Italian unification?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include: The author give the impression that 'Piedmontisation' was imposed on Italians during unification.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that 'Italians felt betrayed by Piedmont's forced creation' • The language the author uses, including 'immediate aim was to crush any opposition', 'unsuitable for unification with Piedmont', 'had very little understanding' • The author has selected evidence that gives focus to the negative effects of 'Piedmontisation' and not the positive aspects, e.g. the economic and political benefits. 	

Question	Mark scheme
2 (b)	<p>Explain two effects of the <i>Statuto</i> on Piedmont.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The <i>Statuto</i> allowed the King to hold on to some important powers, e.g. the right to sanction laws and appoint members of the upper house of the Piedmont Parliament • The <i>Statuto</i> created a constitutional monarchy, giving the Piedmont Parliament the right to introduce laws • The <i>Statuto</i> granted civil liberties to Piedmont citizens, e.g. religious toleration. 	

Question	Mark scheme
2 (c) (i)	<p>'The Crimean War was the most significant turning point on the way to Italian unification in the years 1854-59'.</p> <div 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"> • the Crimean War • the defeat of Austria (1859). <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 Crimean War **saw the involvement of Piedmont and this led to Piedmont's** increasing diplomatic stature and control of the direction of Italian unity
- The impact of the Crimean War marked the end of the Treaty of Vienna and this significantly weakened **Austria's** power over the peninsula
- The Crimean War effectively isolated Austria and weakened its position within the peninsula, as it had now lost its ally Russia and was forced to ally with an ultimately unreliable Prussia. This aided those who wanted Italian unification
- The impact of the Crimean War meant that Britain and France were no longer **sympathetic to Austria's power in Northern Italy and its influence over the whole** of the peninsula.

Relevant points which counter the statement may include:

- The battles at Solferino and Magenta were significant as French and Piedmontese **armies defeated the Austrians, which started the weakening of Austria's grip on** Northern Italy
- The defeat of Austria allowed Napoleon III to play a significant role in Italian unity
- The Pact of Plombières was significant as it created a Kingdom of Upper Italy which included Piedmont, Lombardy and Venetia, the duchies of Parma, Modena and the Papal Legations.

- The Treaty of Villafranca was significant in shaping Italian unity, with Austria agreeing to give Lombardy to France, who might then choose to give it to Piedmont.

Question	Mark scheme
2 (c) (ii)	<p>The role of the great powers was the main factor in bringing about Italian Unification in the years 1859-61.'</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"> • the great powers • the Proclamation of the Kingdom of Italy. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • In the summer of 1860 Austria reinforced its military capabilities in the area and this incited demands for Italian unification and this emboldened Piedmont • France, under Louis Napoleon III was determined to free Italy from Austrian control and this assisted the process of Italian unification • Britain was keen to deter any intervention by any of the major European powers in the process of unification, and was particularly concerned about the actions of Austria and France, and warned it would intervene militarily. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The Proclamation of the Kingdom of Italy declared that King Victor Emmanuel II of Sardinia was proclaimed King of Italy, and this was formal recognition and embedded unification • Russia protested at the unseating of the ruling House of the Bourbons in Naples, so broke off diplomatic relations with Piedmont, which weakened Piedmont's position • Cavour promoted the idea of holding plebiscites in order to legitimise the annexation of central Italy and this aided the process of unification • Garibaldi attracted the support of men of property, and they saw him and the annexation by Piedmont as the only way of restoring order and aiding unification. • The rising in Palermo, Sicily in 1860 was the work of Mazzinian Republicans and their role aided the process of unification. 	

Question	Mark scheme
3 (a)	<p>What impression does the author give about the July Bomb Plot (1944)?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include: The author gives the impression that the July Bomb Plot failed because of unforeseen circumstances.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that the July Bomb Plot failed because the bomb was moved. • The language the author uses, including 'surprisingly', 'unluckily' • The author has selected evidence that supports chance factors affecting the outcome of the Plot and not considered the significant planning that went into the assassination attempt, e.g. organisation of the plot within the high ranks of the military. 	

Question	Mark scheme
3 (b)	<p>Explain two effects of the work of Gustav Stresemann on Germany in the years 1923-29.</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>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • In 1923 Stresemann took measures to stabilise the German economy by resuming the payment of reparations, which resulted in the ending of the French occupation of the Ruhr • Stresemann restored Germany's relationship with France through the Locarno Treaties, which guaranteed the borders that were set at the Treaty of Versailles • Stresemann restored Germany's international standing by negotiating German membership of the League of Nations. 	

Question	Mark scheme
3 (c) (i)	<p>'The most significant challenge to the Weimar Republic, in the years 1919-23, came from uprisings by the Right'.</p> <div 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"> • uprisings by the Right • the Spartacist uprising. <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 Right was supported by influential individuals and groups in German politics and military, who attempted to undermine the Weimar Republic throughout the period
- The early success of the Kapp Putsch significantly undermined the Weimar Republic in March 1920
- The attempted Munich Putsch (1923) by the Nazi Party had the support of opponents of the Weimar Republic, e.g. General Ludendorff
- Over 300 political assassinations were carried out by right-wing terror organisations, including that of the Weimar politician Walter Rathenau.

Relevant points which counter the statement may include:

- The Spartacist revolt saw street demonstrations in Berlin and the Weimar Republic turned to the *Freikorps* to deal with it
- Neither the uprisings by the Kapp Putsch nor the Munich Putsch was successful in overthrowing the Weimar Republic
- Economic challenges were more significant, e.g. post-war debt and hyper-inflation, and these had to be dealt with by the Weimar Republic
- Dealing with the consequences of the Treaty of Versailles was a significant challenge, e.g. reparations, loss of faith in the Republic.

Question	Mark scheme
3 (c) (ii)	<p>'The use of intimidation and violence, in the years 1928-33, was the main reason for Nazi success.'</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"> • intimidation and violence • propaganda. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p style="text-align: center;">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 use of violence to intimidate political opponents at rallies and polling stations was a key feature of Nazi electoral success 1928-33
- The SA were used to bully and intimidate voters into voting for the Nazis and this was a feature in electoral success 1928-33
- From January 1933, the Nazi controlled the Prussian police, and used them to intimidate political opponents
- Communists were intimidated and arrested following the Reichstag Fire and the passing of the Emergency Decrees, and this strengthened the political power of the Nazis.

Relevant points which counter the statement may include:

- Nazi success was based on propaganda and popularity, e.g. propaganda campaigns 1928-29 regarding the Depression and the failure of the Weimar Republic
- From 1928, Hitler and the Nazi Party chose to use the electoral system to gain power, rather than rely solely on intimidation and violence
- The backstairs intrigue that brought Hitler to the Chancellorship was the result of the self-interest of the political elite and the role of Hindenberg
- Chance factors played a part in Nazi success, e.g. the impact of the Wall Street Crash.

Question	Mark scheme
4 (a)	<p>What impression does the author give about the Satyagraha Campaign?</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>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include: The author gives the impression that the Satyagraha Campaign was out of control.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that the Satyagraha Campaign resulted in 'four days of looting and burning'. • The language the author uses, including 'attacked', 'worst nightmare', 'rampaged' • The author has selected evidence that focuses on the violent aspects of the Satyagraha Campaign and not included positive aspects like peaceful non-cooperation. 	

Question	Mark scheme
4 (b)	<p>Explain two effects of India's involvement in the Second World War on the campaign for Indian independence.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The Second World War loosened the British hold on India because it gave the Hindus and Muslims a chance to push their cause, and this aided the campaign for independence • The Second World War led Congress to launch the 'Quit India' campaign in August 1942, which saw it refusing to co-operate in any way with the British government until independence was granted • Congress withdrew the Ministries from the provinces in order to disrupt India's participation in the war effort and hasten independence. 	

Question	Mark scheme
4 (c) (i)	<p>'The impact of the Amritsar Massacre was the main reason why British rule in India was unpopular in 1919.'</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Amritsar Massacre • the Government of India Act. <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 Amritsar Massacre, due to what happened and how it was dealt with by the British authorities, alienated many Indians and made British rule unpopular
- 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
- The Amritsar Massacre led to British rule being challenged by civil disobedience campaigns
- The Amritsar Massacre also served in changing the attitudes of some British people towards India and the issue of independence, as the credibility of British rule was damaged.

Relevant points which counter the statement may include:

- The Government of India Act created the Dyarchy, which divided power in the provinces and accepted separate electorates, but was unpopular because it did not offer self-government
- **The Government of India Act maintained Britain's control of military matters,** foreign affairs, currency, communications and criminal law, and many nationalists were disappointed
- The Rowlatt Acts included trial without jury, censorship and house arrest, and were seen as Britain exerting authority, and this made their rule unpopular
- 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, but it was not granted by the Montagu-Chelmsford Reforms, increasing dissatisfaction.

Question	Mark scheme
4 (c) (ii)	<p>'In the years 1927-37, the Salt March had the most significant impact on the progress towards Indian independence'.</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Salt March • the Simon Commission. <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 style="text-align: center;">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • The Salt March led to thousands of Indian peasants following Gandhi's advice by breaking the law to collect salt and this was a direct challenge to British law and rule. • The Salt March led to hundreds of peasants being arrested and imprisoned and this was seen as unjust and further evidence of harsh British rule, and this increased the desire for greater involvement of Indians running their own country. • The Salt March led to further action in the form of strikes, protest and civil disobedience organised by Provincial committees and the British were unable to stop them. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The Simon Commission met with mass demonstrations and opposition, and this intensified the demands for the ending of British rule • The 1928 Nehru Report called for immediate Dominion status and was widely supported • The First Round Table Conference decided that the 'dominion' would take the form of a federation of princely states, as well as British provinces, which changed Britain's rule of India and constituted progress towards independence 	

- The First Round Table Conference decided that there would be Indian participation in all levels of government, a development that weakened British rule and led to preparation for future independence
- The Government of India Act was to be the basis of negotiations, which finally resulted in the British leaving.

Question	
5 (a)	<p>What impression does the author give about Trotsky's approach to the leadership struggle?</p> <p>You must use Extract E to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include:</p> <p>The author gives the impression that Trotsky's approach to the leadership struggle was one of arrogance.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that Trotsky was overconfident and did not take his rivals seriously • The language used by the author, including 'hugely overconfident', 'often offended' and 'seriously underestimated' • The author has selected evidence to show that Trotsky did not consider his rivals worthy, and has not included evidence of Stalin's shrewd tactics. 	

Question	
5 (b)	<p>Explain two effects of the Five-year Plans on industry in 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>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • As a result of limited coordination between industries, coupled with the prioritisation of heavy industry and rearmament in the later plans, there was a scarcity of resources and spare parts for machinery • The Five-year Plans did bring about significant gains in production, e.g. conservative estimates of the First-five Year Plan suggest economic growth of around 14 per cent • The Second and Third Five-year Plans contributed to improvements in the production of military technology, e.g. the construction of new aircraft factories under Gosplan. 	

Question	
5 (c) (i)	<p>'The most significant changes to life in the Soviet Union, in the years 1924-41, were in education.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> •education •life in the countryside. <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.

Maximum 4 marks for an answer dealing with only one reason.

Indicative content

Relevant points which support the statement may include:

- There were significant changes in education in how Stalin reversed the previous emphasis on challenging bourgeois authority, changed life through instilling an emphasis on obedience and discipline
- In the 1930s, the Central Committee sought to change life for the peasantry and urban poor through raising levels of literacy and numeracy, introducing universal primary education, and a new curriculum with national examinations
- The expansion of the school system impacted upon the life of children and their families, e.g. children in some areas attended in shifts, with younger children attending first thing, through to classes in the evening for the oldest students
- Individual subjects saw significant changes, e.g. in the 1930s, the previous emphasis on class struggle in History was rejected in favour of a focus on great Russians and an emphasis on nationalism to bring unity to Russian life.

Relevant points which counter the statement may include:

- As a result of policies such as collectivisation, life in the countryside saw significant changes, e.g. rural depopulation due to famine and mass migration
- Many of those who remained in the countryside saw their way of life alter significantly, e.g. through being forced onto Kolkhoz from 1928
- **Stalin's policies** successfully promoted marriage and family life, as well as a reduction in marital break-ups as a result of policies to discourage divorce, e.g. the 1936 Family Code made divorce more difficult
- The increase in women in the workforce meant major changes to family life, e.g. by the late 1930s, in many families, women found themselves caring for the home and family as well as undertaking full-time work.

Question	
5 (c) (ii)	<p>'Stalin's war leadership was the main reason for Soviet setbacks in the years 1941-42.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Stalin's war leadership • the purges of the armed forces in the 1930s. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • Stalin's military refusal to believe British and Russian intelligence warnings of the impending launch of Operation Barbarossa contributed to the poor Soviet response • Stalin's delayed response to the German invasion - when he was rumoured to have suffered a breakdown - contributed to the rapid German advance and particularly heavy Soviet losses in the early weeks of the invasion • After the successful counter-attack to save Moscow in December 1941, Stalin's overconfidence in ordering offensives, against the advice of General Zhukov, gained little, and proved costly in exhausting his troops. • Prior to 1941, Stalin ignored advice from within the Red Army over updating the Soviet military strategy, which meant it was not properly prepared to face the German invasion <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • Stalin's leadership may ultimately be defended in how he learned from his mistakes, e.g. his willingness to trust his generals over their desire to delay counter-offensives at Stalingrad in Autumn 1942 • The purges of the late 1930s had cost the Red Army thousands of its officers, significantly weakening its leadership prior in the years immediately before the Second World War • Poor military strategy, which did not put a premium on avoiding losses, was endemic within the Soviet military system, e.g. sending home militia units to the front to be slaughtered, and so contributed to losses that were higher than necessary 	

- The Soviet emphasis on a major expansion and modernisation of its military meant variable quality, and thus the initial response to the German invasion was hampered by inadequate training, and only a minority of troops using up-to-date equipment.

Question	
6 (a)	<p>What impression does the author give about the impact de-Stalinisation had on Soviet control of Hungary?</p> <p>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>

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 may include:

The author gives the impression that de-Stalinisation undermined Soviet control of Hungary.

This is shown by the following:

- The extract says that de-Stalinisation 'encouraged reform', which resulted in demands for further reform
- **The language used by the author, including 'criticising... terror', 'wave of disturbances', and 'increasingly violent'**
- The author has selected evidence to show it was de-Stalinisation which weakened Soviet control of Hungary, and has not included evidence of pre-existing frustrations, or continued support for Soviet backing amongst hard-line communists.

Question	
6 (b)	<p>Explain two effects of the Soviet Union invasion of Czechoslovakia (1968) on international relations.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The Brezhnev Doctrine reduced the threat of conflict over 'containment' between the East and West, due to the assertion of the Soviet Union's claim to defend communist control in established territories, and the effective US acceptance of this • The Soviet Union faced criticism from Yugoslavia and Romania as a result of the Soviet invasion, and Albania withdrew from the Warsaw Pact in protest over the invasion • The Soviet Union's response was positively received by the leadership of Poland, East Germany and others who had seen the reforms as being too liberal, and a threat to communism. 	

Question	
6 (c) (i)	<p>'The main reason for the Berlin Crisis of 1948-49 was the actions of the western powers.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the actions of the western powers • the Soviet blockade of Berlin. <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one reason.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • The merging of the British and American zones into Bizonia in 1947 was seen as a provocative act by Stalin, as a move towards creating a stronger, unified Germany, against what had been previously agreed • The Western powers continued to seek a solution to the issue of Germany and Berlin without fully involving the Soviets, e.g. the London Conference of 1948 was viewed by the Soviets as a violation of the Potsdam Agreement • The acceptance of Marshall Aid by the Western zones created significant differences in living standards, most starkly evident in Berlin, and was seen by Stalin as an attempt to undermine Soviet influence, resulting in Soviet retaliatory stops of road traffic • Attempts by the Western powers to introduce a new constitution, and, in particular, a new currency in June 1948, triggered a foreign exchange crisis, and was what directly prompted Stalin to blockade road and rail traffic. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The different aims that the two superpowers had for Germany was an underlying cause of the crisis, with the Soviet desire to weaken and the American wish to rebuild being increasingly at odds with the expected cooperation between them • Soviet interference in Berlin politics contributed to a breakdown in cooperation between Communists and others in Berlin, e.g. preventing the democratically-elected Mayor from taking up his post • The walk out of the Allied Control Council by the Soviets in March 1948, and the subsequent interference with traffic between Western zones and Berlin, made cooperation over Berlin more difficult • Stalin's blockade of Berlin effectively ended cooperation between the former allies, bringing this to a crisis by locking all road and rail traffic, and forcing the Western allies to choose between abandoning Berlin, or intervening to support the inhabitants. 	

Question	
6 (c) (ii)	<p>'The most significant feature of the move towards Détente in the years 1963-72, was the SALT talks and treaty.'</p> <p>How far do you agree? Explain your answer.</p> <div 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"> • the SALT talks and treaty • the Test Ban Treaty. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one development.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • The Strategic Arms Limitation Agreement, signed in May 1972, was the high point of Détente, as the culmination of negotiations which had first begun in 1968, with significant agreement on areas the two superpowers had found difficult • By reaching agreement on anti-ballistic missiles the ABM Treaty was significant, maintaining the notion of deterrence through retaliation, as the Treaty discouraged the idea that a 'first strike' could be successful • The SALT treaty was also significant in agreeing interim limitations on the number of intercontinental ballistic missiles and submarine-launched ballistic missiles each side could possess • The talks also proved significant in how the Basic Principles Agreement (1972) laid out guidelines on how relations between the USA and Soviet Union were conducted, emphasising peaceful coexistence and mutual restraint. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The Limited or Partial Test Ban Treaty of 1963 was significant, as it was seen as a crucial first step in controlling the growth of nuclear weapons • The Partial Test Ban Treaty of 1963 was significant as, coming soon after the Cuban Missile Crisis, it demonstrated how attitudes had changed, with the Soviets having rejected similar proposals in 1961 • The 'hotline' established between the White House and Kremlin in 1963 was significant as it helped to prevent the risk of war by accident, as well as demonstrating globally that the two superpowers wished to prevent a repeat of the 1962 crisis • The Outer Space Treaty of 1967 was significant in banning the placement and testing of weapons in space, and the use of space for military manoeuvres. 	

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>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include: The author gives the impression that the authorities were heavy-handed in dealing with the protesters.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that the reaction of the authorities to these were excessive • The language used by the author, including 'increasingly bloody', 'hot-tempered', and 'outrage' • The author has selected evidence to show that the authorities were excessive in their reaction, but has omitted that some protestors had thrown rocks at the National Guardsmen. 	

Question	
7 (b)	<p>Explain two effects of Black Power on the civil rights movement.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The growing influence of Black Power moved the civil rights movement away from the goal of racial integration, encouraging black Americans to focus their efforts on organising their own institutions, and typically excluding whites from campaigns • 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 • Black Power raised consciousness and promoted cultural identity, e.g. the 'Black is Beautiful' movement aimed at rejecting judgement against the norms of white culture and society, and positively promoting inherent black virtues. 	

Question	
7 (c) (i)	<p>'The main reason why progress was made in civil rights in the 1950s was the influence of the Supreme Court.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the influence of the Supreme Court • the Montgomery Bus Boycott. <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

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.

Maximum 4 marks for an answer dealing with only one reason.

Indicative content

Relevant points which support the statement may include:

- 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 which had held since the late 19th century
- Supreme Court decisions such as those made in the case of Sweatt v Painter (1950) **made it more difficult for states to use the notion of 'separate but equal' facilities to deny black Americans their rights**
- 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
- The Brown judgement led to federal intervention in order to support integration, when Eisenhower sent in the 101st Airborne Division to allow black students to attend Central High in Little Rock in 1957.

Relevant points which counter the statement may include:

- By 1956, the Montgomery Bus Boycott had ended segregation on buses in Montgomery, and thus was an important step in challenging Jim Crow laws in the South
- The Montgomery Bus Boycott saw that the creation of a grassroots African-American organisation, the Montgomery Improvement Association, demonstrating that such groups could be effective in achieving improvements in civil rights
- 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
- The formation of the Southern Christian Leadership Conference was significant, acting as an umbrella organisation for civil rights groups and demonstrating the importance of African-American ministers in this.

Question	
7 (c) (ii)	<p>'The most significant feature of the Watergate scandal was new laws which resulted from it.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • new laws • the impact on Nixon. <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 style="text-align: center;">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.

Maximum 4 marks for an answer dealing with only one development.

Indicative content

Relevant points which support the statement may include:

- The Watergate scandal increased Congressional control of the Executive and its agencies, as Congress passed laws on freedom of information, openness in government and campaign finance
- **The Watergate scandal weakened Nixon's political position in relation to Congress,** and contributed to the passing of the War Powers Act (1973)
- The Election Campaign Act Amendments of 1974 set limits on campaign finance from individuals, parties and PAC which were significant in forming the basis of future campaign finance law
- With the presidency weakened by the Watergate scandal, Congress sought to reclaim greater authority over the federal budget, passing the Congressional Budget Control Act of 1974.

Relevant points which counter the statement may include:

- **The scandal significantly weakened Nixon's authority prior to his resignation, as key advisers resigned or were sacked, and his leadership became mired in investigations, and the cover up of these**
- **The scandal ended Nixon's presidency and his political career against his own choosing, e.g. the Supreme Court's ruling that he hand over the tapes and the subsequent start of impeachment proceedings forced his resignation**
- The Watergate scandal had the effect of weakening the prestige and authority of the office of the presidency, e.g. the decision to impeach Nixon, and his subsequent resignation changed relations with Congress, and impacted upon public attitudes
- The scandal boosted the Democratic Party, increasing their control of the Senate and Congress in the 1974 mid-terms, and contributing to Carter's Presidential victory in 1976.

Question	
8 (a)	<p>What impression does the author give about resistance to the Nationalist Government? You must use Extract H to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include: The author gives the impression that resistance was increasing.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that they 'decided on a programme of action', and that there was increasing resistance from a range of groups • The language used by the author, including 'common enemy', 'impatient' and 'fiery resistance' • The author has selected evidence to show growing resistance, such as the rise of the Youth Leaders and the National Day of Protest, and has omitted their continued support amongst whites. 	

Question	
8 (b)	<p>Explain two effects of the Bantu Self-Government Act (1959) 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>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The Bantu Self-Government Act (1959) contributed to the partition of South Africa into distinct homelands (Bantustans) for the eight African peoples, separate from that of white South Africans • As a result of the Act, certain homelands were able to transition to self-government status, starting with Transkei's Constitution being adopted in 1963, and the opening of the Transkei Legislative Assembly • The Act contributed to divisions amongst the black population into different tribal and linguistic groups, as well as division between those such as Kaiser Matanzima, who welcomed self-government, and opponents such as Chief Victor Poto. 	

Question	
8 (c) (i)	<p>(i) 'The main reason for the growth of resistance to apartheid, in the years 1955-78, was the development of Black Consciousness.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Black Consciousness • Sharpeville. <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.

Maximum 4 marks for an answer dealing with only one feature.

Indicative content

Relevant points which support the statement may include:

- Black Consciousness gave intellectual coherence to resistance, with its own distinct agenda, directly attacking acceptance of inferiority and rejecting ideas such as homelands, as well as definitions **given by whites, e.g. Bantu and 'non-white'**
- Under the leadership of Steve Biko, by the early 1970s the South African Students Association (SASO) had developed into a movement favouring direct confrontation
- Black Consciousness was significant in organising student and youth opposition to apartheid, e.g. the 1976 Soweto Youth Uprising
- Black Consciousness gave practical resistance by encouraging blacks to help themselves without dependence upon whites, establishing Black Community Programmes such as the Zanempilo Community Health Clinic.

Relevant points which counter the statement may include:

- Sharpeville marked a shift in resistance, as the newly formed Pan-African Congress aimed to escalate anti-pass law demonstrations, hoping to collapse the system with mass arrests in a particularly politicised area
- The reaction of the authorities to civil disobedience such as Sharpeville and Langa, and the violent reprisals protestors faced, prompted international criticism and the establishment of more militant groups such as MK (Spear of the Nation)
- The ANC made a significant contribution by providing organisation to opposition in the years from 1955, e.g. the Congress of the People and the 1957 bus boycott
- In exile, the ANC had significant success in recruiting international opposition against the South African regime, e.g. the support Oliver Tambo gained at the UN.

Question	
8 (c) (ii)	<p>'The main consequence of Botha's reforms was the increase in Afrikaner resistance.'</p> <p>How far do you agree? Explain your answer.</p> <div 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"> • Afrikaner resistance • the State of Emergency. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one reason.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • The reforms led to a split in the Nationalist Party, with the creation of the Afrikaner Conservative Party, which saw the reforms as a threat to white minority rule, gaining sufficient support to become the official opposition to the Nationalists • The 1987 election saw the Conservative Party gain 37 per cent of the Afrikaner vote, in response to concerns amongst the white population over the impact of Botha's reforms had, e.g. the decline in their standard of living, the end of the colour bar • The AWB used Botha's reforms as a rallying point, speaking out against the lifting of restrictions, committing acts of violence against non-whites, and growing in support to number 5-7 per cent of the white population. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The reforms provoked rioting and township unrest, and ultimately led to the necessity of the State of Emergency being declared in 1985 • Botha's reforms led to the increased political involvement of blacks in local politics, e.g. the establishment of urban councils, as well as increased investment in townships • Botha's reforms provoked a negative reaction amongst some urban blacks, 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' • The UDF was formed in response to Botha's reforms, and thus the reforms unintentionally promoted united opposition amongst Indians, coloureds, and blacks • The deteriorating situation created by the failed attempt at reform led to Botha's government bypassing much of the recently established constitutional changes, and thus led to an increased police and military presence in South Africa. 	

