



Mark Scheme (Results)

Summer 2022

Pearson Edexcel International

GCSE in History (4HI1/1BR)

Paper 1: Depth Studies

Edexcel, BTEC and LCCI qualifications

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General marking guidance

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

How to award marks

Finding the right level

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

Placing a mark within a level

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

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

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

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

Question (c)

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

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

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

4	13-16	<ul style="list-style-type: none">• An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p>No access to Level 4 for answers that do not address three aspects.</p>
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Question	
1 (a)	<p>What impression does the author give about the Grande Peur?</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 Grande Peur was directed.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that 'people gathered on the village green or square to take instructions from their local leaders' • The language the author uses, including 'not random', 'deliberately targeted' • The author has selected evidence that puts emphasis on the Grande Peur being planned and not considered that much of the violence of the Grande Peur was based on rumour. 	

Question	
1 (b)	<p>Explain two effects of Napoleon becoming the 'First Consul' on France.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect was that Napoleon becoming 'First Consul' allowed him to introduce the Constitution of 1799, which maintained that France was to be governed by the revolutionary principles of the 'sacred rights of property, equality and liberty' • An effect was that Napoleon becoming 'First Consul' amounted to the ending of the sacred revolutionary principle of 'the separation of the powers', e.g. Napoleon governed France as a dictator • An effect was that Napoleon becoming 'First Consul' reconciled some of the differences between the revolutionaries and the royalists and made for less confrontational government. 	

Question	
1 (c) (i)	<p>'The most significant reform by the Constituent Assembly, in the years 1789-91, was reform of the Church.'</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"> • reform of the Church • financial reform. <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 Assembly undermined the privileged position of the Church by abolishing tithes, *annates* (payments to the Pope) and *don gratuit* (the right of the clergy to decide its own taxation)
- The Assembly reorganised the way in which the Church would operate, e.g. gave it the same administrative structure as local government
- The Assembly forbade pluralism, which removed the privileged positions many within the Church had held
- The Assembly introduced the Civil Constitution of the Clergy, which ended the role and influence of the Pope in the appointment of Bishops and required the clergy to live in their dioceses.

Relevant points which counter the statement may include:

- The Assembly reformed and improved the financial system, e.g. free trade in grain was introduced, internal tariffs were ended, and indirect taxes were withdrawn
- The Assembly introduced a completely new single legal system for the whole of France, which replaced the old muddled system that had allowed different laws in different parts of France
- The Assembly introduced a new constitution that made clear the rights and position of the King, the Assembly and citizens
- The Assembly reorganised and strengthened French local government, e.g. they created a three-tier system of *départements*, districts and *communes*.

Question	
1 (c) (ii)	<p>'The role of Robespierre was the main reason for the Terror in the years 1793-94.'</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 role of Robespierre • the 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"> • Robespierre saw treason everywhere and this coloured his opinion and informed his judgement and 'The Terror' became a personal policy • Robespierre joined the Committee of Public Safety that increasingly directed 'The Terror' • The fall of Robespierre coincided with the ending of 'The Terror'. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The Terror was a direct policy of the Sans Culottes, who sought to reverse Girondin decentralisation policies and eliminate them completely • French military defeats in the spring of 1793 caused a sense of distrust and contributed to the need for 'The Terror' • Counter-revolutionary plots caused a sense of mistrust and this led to 'The Terror' • The Convention passed laws such as the Law of Prairial and the Law of Suspects, which initiated the Terror • The role of other members of the Committee of Public Safety and the Committee of General Security in implementing the Terror policies. 	

Question	
2 (a)	<p>What impression does the give about the Second Battle of Custoza?</p> <p>You must use Extract B to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>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 Italian army brought defeat upon itself.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that the army was 'poorly trained, poorly equipped, and exceedingly poorly led.' • The language the author uses, including 'disastrous', 'inadequate decision-making' • The author has selected evidence that puts emphasis on the weaknesses of the Italian army that led to its defeat by the Austrians and has not considered the strengths of the Austrian army. 	

Question	
2 (b)	<p>Explain two effects of economic development on Piedmont in the years 1849-54.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect of economic development was increased trade in exports and imports, e.g. by the end of 1851 Piedmont had signed free trade treaties with Portugal, France, Britain and Belgium • An effect of economic development was significant transport development, e.g. railway linkage of Milan, Turin, Genoa and the French border • An effect of economic development was significant communication expansion as government subsidies were used for a range of enterprises, e.g. the electric telegraph between Turin and Paris. 	

Question	
2 (c) (i)	<p>'Opposition to Austrian rule was the main reason for the 1848 Revolutions in the Italian states.'</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"> • Austrian rule • economic problems. <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 Lombardy, Austrian refusal to respond and agree to reforms demanded by liberal agitators led to 'The five days of Milan' and the temporary collapse of Austrian rule • In Venice, Austrian rulers resisted the demands of demonstrators for reform, e.g. the release of political prisoners and, as a consequence, radicals declared a Venetian Republic and looked to Piedmont for support • Piedmont declared war with Austria and invaded Lombardy with the intention of annexing it and eliminating Austrian rule for good. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • Economic problems caused the demand for political change, e.g. poor harvests led to food riots in the north and the south • Pope Pius heightened the expectations of liberals for reform by declaring an amnesty for political prisoners and releasing prisoners from papal jails • Press censorship by the Church was ended, allowing the creation of a freer press that encouraged and supported liberal thought and action throughout the Italian peninsula • In Sicily, uprisings were a reaction to cholera (that killed 65,000 people) with revolutionaries demanding the re-establishment of the 1812 constitution • In Naples, demonstrations forced Ferdinand to agree to grant a constitution and this fuelled the demand amongst liberals throughout the Italian peninsula for further political change. 	

Question	
2 (c) (ii)	<p>‘Garibaldi played the most significant role in the process of Italian unification in the years 1859-60.’</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 role of Garibaldi • the role of the great powers. <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:

- Garibaldi was popular with many Italians because of his success in the war of 1859 and he formed a volunteer unit that won victories over Austria, which **weakened Austria’s hold on the peninsula and aided unification**
- Garibaldi **organised ‘The Thousand’** in response to the surrender of Nice to the French and to prevent its annexation by them. This demonstrated to many his commitment to the process of Italian unification
- Garibaldi attracted the support of men of property who saw him, in combination with the power of Piedmont, as the driving force of the process of unification
- Garibaldi handed over his conquests in the Italian peninsula to Victor Emanuel, which aided the process of unification.

Relevant points which counter the statement may include:

- The role and influence of the great powers shaped the process of unification, e.g. Austria reinforced its military capabilities, France was sensitive to Catholic opinion and Russia was concerned about the power of Piedmont
- Cavour promoted the idea of holding plebiscites in order to legitimise the annexation of central Italy and this aided the process of unification
- Cavour skilfully handled Garibaldi over his success in Sicily by hailing it as liberating the south from the Bourbons, so aiding the process of a unified north and south
- The rising in Palermo in Sicily (1860), was the work of Mazzinian Republicans and their role aided the process of unification.

Question	
3 (a)	<p>What impression does the author give about Stresemann's international policies in the years 1924-29?</p> <p>You must use Extract C 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 Stresemann's international policies were not successful.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that 'Stresemann's international policies were aimed at restoring Germany's position as a European power but achieved nothing' • The language the author uses, including 'benefitted only', 'failed to restore' • The author has selected evidence that emphasises the weakness of Stresemann's policies and has not considered some of the benefits, e.g. Germany's border with France was secured. 	

Question	
3 (b)	<p>Explain two effects of the Second World War on the German Home Front in the years 1939-45.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect was that allied bombing campaigns had a direct impact on the civilian population, e.g. workers were redirected to armaments production, and there was significant civilian death and injury • An effect was that food and goods were rationed, e.g. meats and fats were soon in short supply, food consumption fell per person by 24% and, by 1941, the sale of cigarettes, soap, clothing and shoes were restricted • An effect was that women were drafted to support the armed forces, e.g. as telephone, telegraph and transmission operators, administrative clerks, and in the military health service. 	

Question	
3 (c) (i)	<p>'The French occupation of the Ruhr was the main reason why the Weimar Republic had problems in the years 1919-23.'</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 French occupation of the Ruhr • reactions to the Treaty of Versailles. <p>You must also use information of your own.</p> </div>

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 occupation of the Ruhr by France led to a key area of Germany's industrial Rhineland being controlled by France, who extracted raw materials, which weakened the Weimar Republic's ability to action economic recovery**
- The occupation of the Ruhr by France led the Weimar government to sanction '**passive resistance**' by the German workers, which led to France having greater control in the DMZ, which became a security issue for the Weimar Republic
- The occupation of the Ruhr by France contributed to the unpopularity of the Weimar government, particularly amongst nationalist and right-wing groups.

Relevant points which counter the statement may include:

- The acceptance of the Treaty of Versailles by the government of the Weimar Republic led to accusations of '**stab in the back**', and many Germans felt the Treaty left Germany weak and vulnerable
- Hyperinflation weakened the Weimar Republic because, as the mark became worthless, people with savings and those on fixed incomes found themselves penniless and blamed Weimar politicians
- The Weimar Constitution used proportional representation to create a multi-party system, which meant the Republic could be ruled by weak coalition government, e.g. the period saw nine different governments
- The Weimar Republic had problems due to threats from the Left, e.g. the Spartacists
- The Weimar Republic had problems due to threats from the Right, e.g. the Kapp Putsch, the Munich Putsch.

Question	
3 (c) (ii)	<p>'The most significant impact of Nazi policies towards German people, in the years 1933-39, was on the Jews.'</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"> • Nazi policies towards the Jews • Nazi policies towards the young. <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 shop boycott of 1933 threatened the economic livelihood of Jews in Germany. The SA painted 'Jude' on the windows of shops to persuade Germans not to enter Jewish shops • The Nuremberg Laws seriously undermined the position of all Jews in Germany and set a precedent for later Nazi anti-Semitic policies • The Reich Law on Citizenship stated that only those of pure German blood could be German citizens, which effectively meant that German Jews lost their citizenship • From 1936, the Nazi's banned, or restricted, Jews living in Germany from professional activities, e.g. vets, doctors, surveyors and teachers. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • In 1933, the Nazis abolished all youth organisations (except Catholic ones), in order to control the young, and they were taken over by the Hitler Jugend as part of the Nazi policy of Gleichschaltung • The Hitler Youth was significantly and rapidly expanded after 1933 and, by 1939, about 82% of all 11-18 year olds were members • Nazi policies towards workers, e.g. banning of the trade unions and their replacement with the German Labour Front, which gave the Nazis greater control over workers • Nazi policies towards women, e.g. the three 'Ks', reinforced the role of women within society; women gained interest-free state loans; after 1937, women had increased employment opportunity. 	

Question	
4 (a)	<p>What impression does the author give about the Government of India Act (1935)?</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>The author gives the impression that the Government of India Act (1935) was widely disliked.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that 'It was hated by most Indian politicians and even by a significant group of British MPs' • The language the author uses, including 'poor attempt', 'extremely poor' • The author has selected evidence that puts emphasis on the negative impacts of the Act and ignored some of the positive impacts that the Act had, e.g. the Dyarchy was abolished. 	

Question	
4 (b)	<p>Explain two effects of the outcome of the elections of 1937 on India.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect of the outcome of the 1937 elections was that the Congress Party gained overall control of the United and Central Provinces, Orissa, Bombay and Madras and became the largest single party in Assam and the North-West Frontier • An effect of the outcome of the 1937 elections was that the Muslim League was weakened by poor results, e.g. in Punjab it got only 2 of the 84 reserved seats, • An effect of the outcome of the 1937 elections was that the success of the Congress Party made it a significant partner in government with the Raj. 	

Question	
4 (c) (i)	<p data-bbox="459 271 1235 338">'The main reason for growing opposition to British rule in India, in the years 1919-27, was the Amritsar Massacre.'</p> <div data-bbox="555 398 1406 568" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p data-bbox="569 409 1145 439">You may use the following in your answer:</p> <ul data-bbox="619 450 970 517" style="list-style-type: none"> <li data-bbox="619 450 970 479">• the Amritsar Massacre <li data-bbox="619 490 970 517">• Congress. <p data-bbox="569 528 1150 557">You must also use information of your own</p> </div> <p data-bbox="459 618 1414 678">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="587 712 1439 810">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 events of the Amritsar Massacre, e.g. the death of 379 peacefully protesting Indians with a further 1200 wounded, alienated many Indians and turned them against British rule
- The Amritsar Massacre allowed Dyer to impose martial law, e.g. Indians were to be flogged if they did not observe *salaam*, the Crawling Order, which alienated Indians towards British rule
- The way in which the Amritsar Massacre was investigated and dealt with by the British authorities, e.g. the Hunter Committee made British rule unpopular with many Indians.

Relevant points which counter the statement may include:

- The Congress Party gained increasing support from Hindus, Muslims and untouchables as it promoted nationalism and independence over British rule
- Many Indians were disappointed with the consequences of the 1919 Government of India Act, e.g. their local parliaments could be blocked by the Viceroy and this fuelled opposition to British rule
- **Gandhi's campaigns based on peaceful protest and civil disobedience** fostered a growing sense of Indian nationalism and resistance to British rule
- The Muslim League supported the Khilafat Movement, which repudiated British rule in India and legitimised Muslim participation in the Indian National Movement
- There was considerable opposition to British rule as a result of the failure to have Indian representation on the Simon Commission.

Question	
<p>4 (c) (ii)</p>	<p>'In the years 1940-47, it was the Lahore Declaration (1940) that was the most significant development on the way to the partition of India.'</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"> • Lahore Declaration (1940) • Mountbatten, Viceroy of India. <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 Lahore Declaration emphasised that a separate state for Muslims would be needed as a future Indian government, with a Hindu majority, would be a Hindu Raj • The Lahore Declaration was written with the significant involvement of Fazul Huq, an eminent Bengali politician and strong proponent of partition and a separate Pakistan • Jinnah used the Lahore Declaration to signal the political position of the Muslim League and to strengthen its demand for partition and a separate Pakistan. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • In his role as Viceroy of India, Mountbatten assessed that partition was necessary and that it should not be avoided, and this was a significant development • The new Labour Government under Attlee realised that developments in India meant they had to agree to partition and this was significant • In 1946, a turning point was the violence that broke out between Hindus and Muslims, e.g. Muslims slaughtered Hindus in Bengal. The scale of this communal violence strengthened the idea of partition as a solution • The Princely States acceded to either India or Pakistan, and this was significant as it signalled the partition of the Raj into independent India and Pakistan • The work of the Boundary Commission was significant as it enabled partition to become a reality, e.g. it drew a boundary that, as far as possible, ensured that Hindus and Muslims were accommodated in separate states. 	
Question	

5 (a)	<p>What impression does the author give about how Stalin was able to become leader of the Communist Party? You must use Extract E to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include:</p> <ul style="list-style-type: none">• The author gives the impression that Stalin used his position skilfully. <p>This is shown by the following:</p> <ul style="list-style-type: none">• The extract says that Stalin held powerful positions, and was skilled both administratively and politically• The language used by the author, including 'enormous power', 'particularly skilful' and 'superb politician'• The author has selected evidence to show examples of Stalin's strengths and qualities, but has not included information on the weaknesses of others.	

Question	
5 (b)	<p>Explain two effects of the Battle of Stalingrad 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>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"> • Stalingrad had strategic consequences, ending the German advance, weakening their forces and beginning the Soviet push back • Stalingrad resulted in significant military and civilian losses for the Soviet Union, e.g. 1.1 million members of the army were killed • Stalingrad had significant psychological consequences on the Soviet war effort, rallying troops and the population as a victory celebrated in contemporary newspapers and propaganda. 	

Question	
5 (c) (i)	<p>'The main reason for changes to the way of life in the Soviet Union, in the years 1924-41, was industrialisation.'</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"> • industrialisation • policies towards women. <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"> • Targets under the Five-Year plans prioritised primary and heavy industry, and thus there was little focus or incentive to produce consumer goods, resulting in a declining standard of living • Industrialisation led to a significant growth of urban populations and a reduction in rural populations, changing the way of life of millions • Industrialisation saw changes to the life of the significant section of the working-class who gained promotion, e.g. the 'proletarian advancement' programme saw 150,000 retrain as engineers and administrators • Industrialisation hit living standards, e.g. housing provision became even more inadequate, with the vast majority of urban households having one room, and lacking basic facilities such as electricity and proper sanitation. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • Women saw changes in education and the workplace, e.g. the allocation of places in higher and technical education increased from 20 to 40 per cent in the years 1929-40 • Policies to encourage marriage and higher rates of childbirth, and discourage abortion and divorce had an impact on family life • Collectivisation changed the way of life for many Russians, e.g. millions of peasants were forced to move on to collective farms • Policies towards youth brought about changes to lives, e.g. schoolchildren saw increased examinations, discipline and indoctrination, and tens of thousands of <i>Komsol</i> members served as mobile labour on projects such as factory building. 	

Question	
5 (c) (ii)	<p>'The most effective method of controlling the people of the Soviet Union in the 1930s was Stalin's cult of personality.'</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 cult of personality • 'socialist realism'. <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 cult of personality was effective in its attempts to build a pseudo-religious devotion to Lenin, e.g. films such as <i>Three Songs about Lenin</i> successfully depicted as a saviour of the Russian people • In the 1930s, the cult of personality was increasingly successful in linking a 'cult of Stalin' to Lenin, with artworks and articles praising the Stalin's wisdom to encourage ordinary citizens to worship their leader • The cult was effective in linking 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' • The cult was effective as a rallying point during the Second World War and after, crediting Stalin for the successes during the war, and his achievements in raising the Soviet Union to world power status. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • 'Socialist realism' became the officially sanctioned form of art from the early 1930s, which dominated the art, literature and music the Soviet people were forced to consume • 'Socialist realism' was effective in emphasising themes and issues to persuade the Russian people to support Communist Party economic and social policies • Censorship was used to control what the Soviet people could read, hear and watch, through the various organisations established to restrict output, e.g. <i>Goskomizdat</i>, which controlled publishing • Coercive forms of control played a significant role, e.g. purges and the fear they created, and the gulag system. 	

Question	
6 (a)	<p>What impression does the author give about Rakosi's rule in Hungary? You must use Extract F to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include:</p> <ul style="list-style-type: none"> • The author gives the impression that Rakosi's rule was extremely harsh. <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that Rakosi turned Hungary into an oppressive dictatorship, with falling living standards • The language used by the author, including 'terror and brutality, 'hated and dreaded' and 'fall even further' • The author has selected evidence to show examples of harshness under Rakosi's rule, but has not included how Rakosi supported Communist Party loyalists with rewards. 	

Question	
6 (b)	<p>Explain two effects of ideological differences on relations between the Soviet Union and the West.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p>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"> • Ideological differences led to tension as Stalin believed delays in the opening of a second front were motivated by anti-communism, whilst the western powers saw Stalin's approach to Poland as driven by a desire to expand communist influence • Ideological differences were significant in Churchill's suspicions over the threat the Soviet Union posed to capitalist democracies, seen through his reservations during the wartime conferences and in the 'Iron Curtain' speech • Ideological differences contributed to disagreements over Poland, e.g. Stalin's desire to ensure a 'friendly' communist government was installed, against the express wishes and promises of the Western powers. 	

Question	
6 (c) (i)	<p>'The main consequence of Soviet expansion in Eastern Europe in the years 1945-49 was the division of Europe into two rival groups.'</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 division of Europe • the Marshall Plan. <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 expansion of Russian influence in Eastern Europe meant that two separate power blocs were clearly forming, e.g. Bulgaria, Hungary, Romania, Poland and the Baltic States were all members of Cominform by 1947 • The growth of satellite states under Soviet influence prompted warnings and the threat of reprisals from the West, e.g. Churchill's 'Iron Curtain' speech and the issuing of the Truman Doctrine in 1947 • The establishment of Soviet-dominated organisations such as Cominform and Comecon contributed to the division of Europe into two power blocs, increasing tension • Stalin's blockade led to the formal division of Germany in 1949, with the East being established as a communist state, which in turn led to the formation of military alliances, e.g. NATO. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • Soviet expansion in Eastern Europe led to direct efforts by the USA to try to contain communism and prevent further expansion, e.g. the Marshall Plan to boost capitalism in the West • Soviet expansion led to millions of Eastern Europeans finding themselves living under communist one-party rule by 1949 • Soviet expansion led to tension and fallout amongst communist leaders, e.g. Tito's Yugoslavia fell out with the Soviet Union and was expelled from Cominform in 1948 • Soviet expansion led to oppression in Eastern Europe, e.g. non-communist leaders and opponents were imprisoned, beaten and executed, others were forced into exile. 	

Question	
6 (c) (ii)	<p>'The main reason for the thaw in superpower relations from 1963 was the Cuban Missile Crisis.'</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 Cuban Missile Crisis • nuclear weapons. <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"> • As the Cuban Missile Crisis was felt by many to have been the closest the US and Soviet Union came to direct confrontation, it increased the desire to return to attempts to progress through discussions, after failures such as Paris • The Cuban Missile Crisis led directly to efforts to ensure improved communication between the two sides to prevent incidents escalating, e.g. establishing the Hotline • The Cuban Missile Crisis saw both sides make tangible concessions to reduce the military threat and foster better relations, e.g. the removal of Soviet missiles from Cuba in return for US promises not to invade there, or the USA's missiles in Turkey • It was only after the renewed attempts to make progress, after the Cuban Missile Crisis, that the Soviet Union was willing to commit to signing the Test Ban Treaty. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The Test Ban Treaty had been put forward by the Western powers in 1961 out of a desire to end the atmospheric testing of nuclear weapons • Khrushchev had expressed a strong desire to limit nuclear testing well before the Cuban Missile Crisis, calling for a halt to nuclear testing back in 1958 • The development of the notion of Mutually Assured Destruction contributed to the thaw in relations, as both sides came to recognise the need for a different approach to superpower relations • Increasing US awareness of the growing divide between the Soviet Union and China from 1963, and thus the diminishing fear of communist dominance, contributed to the willingness of the superpowers to conduct relations through negotiation. 	

7 (a)	<p>What impression does the author give about segregation in the South? You must use Extract G to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include:</p> <ul style="list-style-type: none"> • The author gives the impression that attitudes were strong opposition to ending segregation <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that ending segregation would be very difficult, and that there was widespread resistance and racism • The language used by the author, including 'much more difficult', 'long and bitter fight', and 'enthusiastically broadcasting their racist views.' • The author has selected evidence to show examples of barriers to ending segregation but has not included the success that campaigners and federal authorities did have in ending segregation in housing and transportation. 	

Question	
7 (b)	<p>Explain two effects of the work of Betty Friedan on women's rights in the USA.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect was Friedan's work encouraged many women to become involved in campaigns, e.g. NOW had tens of thousands of members by the 1970s • An effect was Betty Friedan helped to secure rights on a range of economic and educational issues, as well as rights relating to pregnancy and abortion • An effect was Friedan's work contributed to federal government policies including Johnson's Executive Order 11375 (1967) banning gender discrimination in federal employment, and Supreme Court cases such as Roe v Wade (1973). 	

Question	
7 (c) (i)	<p>'The main reason why anti-communism grew in the USA, in the years 1945–54, was the Hiss and Rosenberg cases.'</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 Hiss and Rosenberg cases • Senator McCarthy. <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 Hiss case, from the initial accusation in 1948 through to his being found guilty in 1950, brought both huge media attention and public concern that communism had infiltrated the upper echelons of America's political society • Concerns raised by the supposed failings that the Hiss case highlighted prompted increased activity in prosecuting communists under the Smith Act and further investigations of federal employees by the Truman administration • The Rosenberg case sustained concerns over the communist threat, with their arrest in 1950 through to their execution in 1953 and demonstrated there was genuine substance to these concerns. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • From his initial accusations of communist infiltration of the State Department, made in his speech on Lincoln Day in February 1950, McCarthy's claims attracted significant media attention, fuelling anti-communism • Once he was given control of the Senate Permanent Subcommittee on Investigations, McCarthy was able to extend his accusations and investigations into organisations such as the Voice of America radio broadcast and the US Army • Partisan division fuelled anti-communist activity, e.g. Republicans emphasised the communist threat in attacking their Democratic opponents' failings over communism to gain electoral advantage • The growing fear of communism was driven by a series of Cold War developments, e.g. Truman's response to the communist threat from 1947 and the Soviet development of the atom bomb in 1949 • Government and political investigations had helped foster anti-communism, e.g. the HUAC investigations of 1947–51. 	

Question	
7 (c) (ii)	<p>'The main consequence of the Watergate scandal was new laws.' 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"> • new laws • Gerald Ford. <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"> • Nixon's weakened position during the midst of the Watergate scandal contributed to Congressional override of his veto to allow the War Powers Act (1973) to be passed • Congress sought greater controls over campaign finance in the light of the Watergate scandal, seen in The Federal Election Campaign Act Amendments of 1974 • The Watergate scandal contributed to Congressional measures to provide greater protection to individuals concerning information gathered about them, amending the Freedom of Information Act and passing a Federal Privacy Act (1974) • With the presidency weakened by the Watergate scandal, Congress sought to reclaim greater authority over the federal budget, passing the Congressional Budget and Impoundment Control Act of 1974. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • 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 led to Gerald Ford becoming the first unelected president • 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. 	

Question	
8 (a)	<p>What impression does the author give about the situation in the townships? You must use Extract H to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include:</p> <ul style="list-style-type: none"> • The author gives the impression that unrest was growing. <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that rebels aimed to make the country ungovernable and that conflict was growing • The language used by the author, including 'spreading nationally', 'ungovernable' and 'terrifying incident' • The author has selected evidence to show the growing violence in the townships and has not included how Botha's government had brought the unrest under some degree of control by 1986. 	

Question	
8 (b)	<p>Explain two effects of the Nationalist election victory in 1948 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 once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • As a result of the Nationalist victory, geographical segregation was increased and formalised, e.g. the Group Areas Act (1950), gave the authorities the power to declare areas as 'white only' and move blacks out of chosen areas • The Nationalist Party victory led to an increased emphasis on the notion of 'separate development', reducing the rights of non-whites in white-controlled areas, alongside promising greater rights in self-governing areas • The Nationalist victory led to tribal chieftains being given greater authority in order to gain support for geographical segregation, with the Bantu Authorities Act (1951) establishing the basis for tribal self-determination and reserves. 	

Question	
8 (c) (i)	<p>'The main reason for the growth of resistance to apartheid in the years 1955-78 was the work of the ANC.'</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 ANC • 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>
<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 ANC contributed to growing resistance through the organisation they brought to opposition in the years from 1955, e.g. the Congress of the People and the 1957 bus boycott • The ANC's Freedom Charter helped further resistance as it served as a programme of demands, calling for rights such as the vote, the freedom to associate and equality before the law • 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 • The ANC helped increase resistance through the success it had in recruiting members after the Soweto Uprising of 1976, e.g. those joining training camps in exile in Swaziland. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • 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 violent reprisals protestors faced in examples of civil disobedience such as Sharpeville and Langa led to the establishment of more militant groups such as MK (Spear of the Nation), and prompted international criticism of apartheid • Black Consciousness contributed to the growth in resistance through its efforts in organising 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. 	

Question	
8 (c) (ii)	<p>‘FW de Klerk made the most significant contribution to the dismantling of apartheid in the years 1990-94.’</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"> • FW de Klerk • the ANC. <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:

- De Klerk was significant as the first leader who accepted that apartheid would have to end completely and be replaced by black majority rule, and so released Mandela and made the ANC and other previously banned parties legal
- De Klerk took significant steps to steer the negotiating process through difficulties, e.g. signing the Record of Understanding to restart negotiations with the ANC
- De Klerk was able to overcome opposition, e.g. his success in gaining 68% of support in the 1992 referendum demonstrated support amongst whites for moves towards ending apartheid.

Relevant points which counter the statement may include:

- The ANC played a significant role in demonstrating peaceful transition could be possible, e.g. it presented itself as a moderate party, absorbing many from the disbanded UDF and MDM, and worked closely with CONTRALESA
- The ANC made a significant contribution in its willingness to restart talks in March 1993 to overcome problems such as continued violence
- Nelson Mandela was widely seen as the icon of the new South Africa, met with government members prior to his release, helped negotiate the lifting of the ban on outlawed parties and was personally crucial in steering reforms through difficulties
- **Buthelezi’s eventual willingness to allow Inkatha to take part in the elections of April 1994** lessened the threat of further violence and ended the state of emergency that had been declared
- Other individuals made significant contributions, e.g. Joe Slovo formulated solutions such as power-sharing, which reassured Nationalists in talks in 1993, and Cyril Ramaphosa helped carry trade unionist support or negotiations.

