



Mark Scheme (Results)

Summer 2022

Pearson Edexcel International  
GCSE in History (4HI1/1B)

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)

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Target: AO4 (6 marks): Analyse and evaluate historical interpretations in the context of historical events studied.

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

### Question (b)

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

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

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

## Question (c)

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

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

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

4	13-16	<ul style="list-style-type: none"><li>• An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li><li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li><li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li></ul> <p>No access to Level 4 for answers that do not address three aspects.</p>
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Question	
1 (a)	<p>What impression does the author give about the Constituent Assembly?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> <li>• The author gives the impression that the Constituent Assembly achieved a great deal.</li> </ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that '<b>The new system was a great leap forward</b>'</li> <li>• The language the <b>author uses, including</b> 'worked hard', '<b>significant improvement</b>'</li> <li>• The author has selected evidence to show the positive effects of the work of the Constituent Assembly and ignored the negative effects, e.g. the new constitution became a grievance of the Sans Culottes as it favoured the wealthy bourgeois.</li> </ul>	



Question	
1 (b)	<p>Explain two effects of the National Convention on France in the years 1792-94.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to</b> the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• An effect was the National Convention made France a republic, for the first time, on 21 September 1792, by abolishing the monarchy and introducing a new constitution</li> <li>• An effect was the National Convention divided opinion over the trial of, and execution of Louis XVI</li> <li>• An effect was the National Convention introduced a new calendar in October 1793, which replaced the old Christian calendar. The new calendar was seen to represent France as rational, scientific and more 'natural', rather than superstitious.</li> </ul>	

Question	
1 (c) (i)	<p>'The main short-term cause of the French Revolution was the policies of Calonne and Brienne.'</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"> <li>• Calonne and Brienne</li> <li>• the Grande Peur.</li> </ul> <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• Finance Minister Calonne attempted to extend taxes to the nobility and clergy, who resented them, which led to protests within the Assembly of Notables in February 1787 and November 1788, which triggered the revolution of 1789</li> <li>• Calonne realised that his tax proposals were popular with the Third Estate and published them, which further encouraged members of the Third Estate to demand reform and a fair taxation system</li> <li>• Finance Minister Brienne proposed land taxes and hoped his links to the Assembly of Notables and friendship with Marie Antoinette would help; this was not the case as they were rejected, which led to the calling of the Estates General.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The Grande Peur frightened the mainly bourgeois assembly who grew so concerned for their own property that it decided to implement liberal measures, e.g. abolition of the feudal system, which prompted the start of the revolution</li> <li>• The Tennis Court Oath was a direct challenge to the power of the King to dissolve the National Assembly and prompted the start of the revolution</li> <li>• On 17 June, the Third Estate declared that it was the National Assembly and that it represented the nation, which was a direct challenge to the King and prompted the start of the revolution</li> <li>• The storming of the Bastille was significant as a symbol that royal authority had been challenged and prompted the start of the revolution</li> <li>• The March of women to Versailles, demanding bread, had a significant impact and forced the King to approve the Declaration of the Rights of Man.</li> </ul>	



Question	
1 (c) (ii)	<p><b>'The main consequence of the Thermidorian Reaction was the ending of the Terror.'</b></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"> <li>• the Terror</li> <li>• the White Terror.</li> </ul> <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using <b>second-order historical</b> concepts.</p>

#### Marking instructions

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

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

#### Indicative content

Relevant points which support the statement may include:

- The Thermidorian Reaction saw one of the main structures of the Terror, the Revolutionary Tribunal, abolished
- The Thermidorian Reaction saw the Law of Prairial repealed and most of the those held under its terms released from prison
- The Thermidorian Reaction saw the closure of the Jacobin Club and the Paris Commune was abolished
- **The Thermidorian Reaction saw the powers held by the 'committees' of the Terror being curbed, e.g. the Committee of Public Safety lost its say in domestic affairs.**

Relevant points which counter the statement may include:

- The Thermidorian Reaction allowed for those who had been persecuted by the revolution to seek revenge, e.g. the White Terror, which in Paris saw Jacobins and Sans Culottes beaten up and killed
- The Thermidorian Reaction created the Constitution of Year III under which the Directory was allowed to assume power
- The Thermidorian Reaction created a greater spirit of toleration and a partially successful attempt to reconcile Republicans and Royalists
- The Thermidorian Reaction formally separated the church from the state, e.g. the state no longer paid clerical salaries and religious freedom was guaranteed.

2 (a)	<p>What impression does the author give about the 1848 Revolutions in the Italian states?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"><li>• The author gives the impression that the 1848 Revolutions, in the Italian states, were driven by economic problems.</li></ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"><li>• The extract says that the revolutions were 'entirely driven by people who were in very <b>difficult circumstances</b>'</li><li>• The language the author uses, including '<b>violent food riots</b>', '<b>destroyed weaving machinery</b>'</li><li>• The author has selected evidence to show that the 1848 revolutions, in the Italian states, were caused by economic factors and ignored the political factors, e.g. liberal demands, the <i>Risorgimento</i>.</li></ul>	

Question	
2 (b)	<p>Explain two <b>effects of Garibaldi's invasion of Naples and Sicily in 1860</b> on the unification of Italy.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates'</b> deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• An effect of the invasion was that Garibaldi contributed to the unification of Italy by organising <b>'The Thousand' to help Sicilian revolutionaries in their insurrection</b></li> <li>• An effect of the invasion was that it aided unification with a decisive victory at the Battle of Calatafimi and the taking of Palermo, which secured the conquest of Sicily</li> <li>• An effect of the invasion was that <b>Garibaldi's defeat of the Neapolitan army</b> opened the way to amalgamate fighting forces in the name of Victor Emmanuel and Italian unification.</li> </ul>	

Question	
2 (c) (i)	<p>'Economic expansion was the most significant feature of Piedmont's development in the years 1848-54.'</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"> <li>• economic expansion</li> <li>• the <i>Statuto</i>.</li> </ul> <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• By the end of 1851, Piedmont had signed free trade treaties with Portugal, France, Britain and Belgium in order to assist economic expansion through increased trade in exports and imports</li> <li>• Public money was used to aid transport development, which led to economic expansion, e.g. railway linkage of Milan and the French border</li> <li>• Government subsidies were used for a range of enterprises that resulted in economic expansion within Piedmont, e.g. the electric telegraph between Turin and Paris, and canal building was started</li> <li>• Significant foreign investment and capital poured into Piedmont, the majority of it being French, which significantly aided economic expansion, e.g. investment from Parisian bankers Laffitte and Rothschild.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The <i>Statuto</i> created a constitutional monarchy in Piedmont, which gave parliament the right to introduce laws, e.g. the granting of civil liberties to Piedmont citizens</li> <li>• The <i>connubio</i> <b>strengthened the position of Piedmont's parliament in relation to the Crown</b>, as it created a tactical alliance at the centre of politics</li> <li>• An <b>anti-clerical policy was pursued in order to undermine the Catholic Church's</b> dominant position within Piedmont, as the papacy was seen as a natural supporter of Austria</li> <li>• The power of the Church was reduced by the confiscation of land and the ending of its 5 million lire income from the state.</li> </ul>	

Question	
2 (c) (ii)	<p>‘The main factor contributing towards Italian unification, in the years 1854-59, was the Treaty of Villafranca.’</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"> <li>• the Treaty of Villafranca</li> <li>• the Orsini Affair.</li> </ul> <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using <b>second-order historical</b> concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points which support the statement may include:

- The Treaty of Villafranca **weakened Austria’s grip on the Italian peninsula as** Austria agreed that Lombardy be given to France, which strengthened French influence on the process of Italian unification
- The Treaty of Villafranca meant that Piedmont had to play second fiddle to the diplomacy of Napoleon III who now became a significant player in the process of Italian unification
- The Treaty of Villafranca set up the Italian confederation with the Pope at its head, which gave the Catholic Church greater influence on the process and direction of Italian unification.

Relevant points which counter the statement may include:

- Orsini intended that the assassination of Napoleon would lead to a restoration of a republic in France; that would then be well disposed to help in the process of Italian unification
- The Orsini Affair led to a meeting at Plombières between Napoleon and Cavour where a plan was made to irritate Austria into declaring war on Piedmont, so that **France could come to Piedmont’s aid and help the process of Italian unification**
- Piedmont’s involvement in the peace conference, following the end of Crimean War, gave Cavour **the opportunity to speak about Italy’s poor condition** and condemn repressive governments, which aided the process of Italian unification
- French military victories at the Battles of Solferino and Magenta signposted the **weakening of Austria’s grip over** the peninsula and this aided the process of Italian unification
- The Treaty of Turin, which formally ended the war with Austria, declared that the issue of Italy and central Europe should be decided by a Congress of European powers, this angered Piedmont who determined to bring about unification.



3 (a)	<p>What impression does the author give about the Weimar Constitution?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"><li>• The author gives the impression that the Weimar Constitution would not work.</li></ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"><li>• <b>The extract says that 'It was doomed from the start'</b></li><li>• <b>The language the author uses, including 'confusion', 'doubtful'</b></li><li>• The author has selected evidence to show the weaknesses of the Weimar constitution and not expanded on its strengths, e.g. how representative it was in allowing a broad range of political views.</li></ul>	

Question	
3 (b)	<p>Explain two effects of Nazi rule on the Churches in the years 1933-39.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• An effect was that the Concordat (1933) with the Pope gave the Nazis greater control over Catholic education, e.g. Catholic schools were brought into line with state schools or closed</li> <li>• An effect was that the Nazis forbade Roman Catholic priests from intervening in politics, and some were harassed, arrested and sent to concentration camps, and Roman Catholic bishops had to swear an oath of loyalty to the Nazi regime</li> <li>• An effect was that the Nazis partially controlled the Protestant Churches by creating the German Christian Church <b>under the leadership of 'Reich Bishop', Ludwig Müller.</b></li> </ul>	

Question	
3 (c) (i)	<p>'The main reason for the Nazi rise to power, in the period July 1932 to March 1933, was the role of President von Hindenburg.'</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"> <li>• President Von Hindenburg</li> <li>• the Reichstag election, July 1932.</li> </ul> <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• Von <b>Hindenburg's decision to get rid of Brüning</b> opened the door for the Nazis and assisted their coming to power</li> <li>• Von <b>Hindenburg's decision to sack von Papen and appoint</b> von Schleicher was significant as it raised the idea of bringing the Nazis into a coalition government</li> <li>• Von <b>Hindenburg's decision to turn back to von Papen to form a viable government, accepting von Schleicher's resignation and installing Hitler as Chancellor, gave the Nazis an opportunity to take power</b></li> <li>• Von Hindenburg issued the decree For the Protection of People and State, which ended <b>civil liberties after the Reichstag Fire and this assisted the Nazis' rise to power.</b></li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• In the July 1932 election, the Nazis gained 230 seats in the Reichstag, making them the largest party and giving them a strong platform to push for power</li> <li>• The Nazis registered a large increase in votes in March 1933 and, as all communist KPD deputies were barred from the Reichstag, the result gave the Nazis a significant political advantage</li> <li>• The Enabling Act gave the Nazis the power to alter the constitution and they no longer had to rely on the Reichstag or emergency powers in order to legislate</li> <li>• The impact of the economic depression on the popularity of the Nazis in the years 1929-33.</li> </ul>	

Question	
3 (c) (ii)	<p>'The most significant impact of the Second World War on the German home front was on the role of <b>women</b>'.</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the role of women</li> <li>• allied bombing.</li> </ul> <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using <b>second-order historical</b> concepts.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• The need to maintain industrial and agricultural production during the war resulted in the significant drafting of women into the workplace, e.g. armaments factories, farms</li> <li>• Women were drafted, on the home front, to support the armed forces, e.g. telephone, telegraph and transmission operators, administrative clerks, and the military health service</li> <li>• Women were used in home front anti-aircraft defence, e.g. as operators of listening equipment, operating projectors for anti-aircraft defence.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The allied bombing campaigns had a direct effect on industrial production, e.g. workers were redirected to armaments production, and also resulted in significant civilian death and injury</li> <li>• Food was rationed immediately as war started in 1939 and meats and fats were soon in short supply, food consumption fell person by 24% and, by 1941, the sale of cigarettes, soap, clothing and shoes were also significantly restricted</li> <li>• German people were forced to use unfamiliar products, with parks, gardens and cities being dug up and used as vegetable patches</li> <li>• Persecution of German Jews intensified on the home front, e.g. in 1941, all German Jews were forced to wear the yellow Star of David on their sleeve</li> <li>• The need for men to fight the war meant that men from the home front were drafted into the army, creating a serious labour shortage.</li> </ul>	

4 (a)	<p>What impression does the author give about the Labour Government and India?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to</b> the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"><li>• The author gives the impression that the Labour Government had a positive effect on independence in India.</li></ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"><li>• The extract says that 'Congress was confident that <b>Labour's victory</b> would lead to significant <b>changes in India</b>'.</li><li>• The language the author uses, 'smooth the way', 'much <b>easier</b>'</li><li>• The author has selected evidence to show the positive effects of a Labour Government on Indian independence and ignored the difficulties it created, e.g. the Muslim League had no relationship with a British political party.</li></ul>	

Question	
4 (b)	<p>Explain two effects of the activities of Chandra Bose on British rule in 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><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• An effect was that, in 1939, Chandra Bose left the Congress Party and formed the Forward Bloc Party, which worked to undermine British authority and force Britain to leave India completely</li> <li>• An effect was that Chandra Bose broadcast anti-British propaganda during the Second World War, from Nazi Germany, encouraging Indians to resist British rule, which undermined British authority in India</li> <li>• An effect was that Chandra Bose formed an army of Indians, which penetrated eastern India and attacked British posts, which undermined British rule.</li> </ul>	

Question	
4 (c) (i)	<p><b>'The Rowlatt Acts</b> were the main reason for the growth of nationalism in India in the years 1919-20.'</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"> <li>• the Rowlatt Acts</li> <li>• the Government of India Act (1919).</li> </ul> <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

#### 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 Rowlatt Acts confirmed that the promises made by the Montagu-Chelmsford reforms were meaningless and all the British intended to do was use force in their rule of India, which encouraged Indian nationalism
- The Rowlatt Acts included trial without jury, censorship and house arrest, which led to Britain being seen as authoritarian and this gave rise to growing nationalism
- The Rowlatt Acts alienated a wide range of Indian public opinion, which fuelled growing nationalism.

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, which was a major step in the Muslim cause and fuelled growing nationalism
- **India's effort in the First World War** led Congress to talk openly about self-government and this generated nationalistic feeling
- The First World War saw the Muslim League and Congress bury their differences, as the annulment of the partition of Bengal led the League to believe that Britain would not recognise Muslims and this led to a growing nationalism
- The Amritsar Massacre further fuelled growing Indian nationalism, e.g. the nature of the attack and the scale of the killing turned many Indians against British rule
- The Hunter Report (1920) on Amritsar and the vindication of Dyer fuelled growing Indian nationalism, as the British authorities were seen as complicit.

Question	
4 (c) (ii)	<p>'In the years 1927-39, it was the Simon Commission that had the most significant impact on the development of <b>Indian independence.</b>'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Simon Commission</li> <li>• the Government of India Act (1935).</li> </ul> <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using <b>second-order historical</b> concepts.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to</b> the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• The Simon Commission decided that the future of India was to be directed by British politicians based in Westminster. This angered many Indians and strengthened their resolve to push for independence</li> <li>• Members of Congress, Hindu leaders, liberal thinkers and some of the Muslim League boycotted the Commission, refusing to give evidence to its commissioners in the hope that this would put pressure on British rule and aid independence</li> <li>• Rejection of the Commission led to the Nehru Report, a first draft of a written constitution for India, e.g. dominion status for India leading to federation and then devolved power, which became significant in the push for independence.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The Government of India Act divided India into 11 provinces which would control all aspects of Indian life, and this aided the development of independence</li> <li>• The Government of India Act abolished the dyarchy and gave each province a legislative assembly, which was a significant development towards independence</li> <li>• <b>Gandhi's Salt March (1930) led to thousands of Indian peasants following his</b> advice and break the law to collect salt, which was a direct challenge to British law and rule and a development towards independence</li> <li>• The Round Table Conferences assisted in the development towards independence, e.g. the First Round Table Conference decided that India would be run as a '<b>dominion</b>', which was a <b>political development towards</b> independence</li> <li>• The issues between the Hindus and the Muslims in the period had a major impact the development of independence, e.g. Congress government after the 1936 elections.</li> </ul>	



Question	
5 (a)	<p>What impression does the author give about the impact of the Fourth Five-year Plan? 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 <b>according to candidates' deployment of material in relation to</b> the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The author gives the impression that the Fourth Five-year Plan resulted in agriculture suffering.</li> </ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that agricultural output was low and livestock levels were reduced</li> <li>• <b>The language used by the author, including 'consumer suffered', and 'crippling agriculture'</b></li> <li>• The author has selected evidence to show examples of how agriculture was hit because of the focus on industry, and has not included how agriculture did see some recovery from the situation in 1945.</li> </ul>	

Question	
5 (b)	<p>Explain two effects of the purges on the armed forces of the Soviet Union.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• An effect was that the purges of the late 1930s saw 35,000 of the officer corps of the Red Army imprisoned or shot, which led to the weakening of its military capabilities in the years immediately before the Second World War</li> <li>• An effect was that the purge of senior officers of the armed forces, including the execution of 80 members of the Supreme Military Council, contributed to the defeats of the early war years</li> <li>• An effect was that the purge of the officer class of the armed forces meant that the armed forces – the body that had the greatest ability to stand up to him - were not in a position to challenge and remove Stalin.</li> </ul>	

Question	
5 (c) (i)	<p><b>'The main effect of Stalin's policies on life in the Soviet Union, in the years 1924-41, was improvements in living conditions.'</b></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"> <li>• improvements in living conditions</li> <li>• women.</li> </ul> <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using <b>second-order historical</b> concepts.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to</b> the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• Certain key workers did see improvements in wages and treatment, e.g. specialist factory workers, engineers, managers and Stakhanovites did better</li> <li>• There were improvements in healthcare, e.g. the socialised system of healthcare covered millions who had not been able to access medical care before, with improvements in hospital care and the treatment of infectious diseases</li> <li>• Some aspects of the Five-year Plans brought improvements, e.g. the Second Five-year Plan placed more emphasis on standards of living, and the rationing of bread, meat and butter was ended</li> <li>• In the 1930s, the Central Committee sought to improve the education of the peasantry and urban poor, raising levels of literacy and numeracy and introducing universal primary education.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Policies aimed at education and the workplace had a significant impact upon women, e.g. the allocation of places for women in higher and technical education increased from 20 to 40 per cent in the years 1929 and 1940</li> <li>• Policies to encourage marriage and higher rates of childbirth, and discourage abortion and divorce had an impact on family life</li> <li>• Targets under the Five-year plans prioritised primary and heavy industry, and thus there was little focus or incentive to produce the consumer goods, resulting in a declining standard of living</li> <li>• <b>Stalin's policies had a detrimental effect on</b> ethnic minorities, e.g. Poles, Latvians, Chechens, Kurds and Germans experienced mass deportation in the 1930s and 1940s, with estimates of over 40 per cent of those deported in the 1940s dying.</li> </ul>	

Question	
5 (c) (ii)	<p>'The main reason for collectivisation, in the years 1928-41, was to support 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"> <li>• industrialisation</li> <li>• kulaks.</li> </ul> <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points which support the statement may include:

- Collectivisation aimed to overcome the shortages in grain, which were hampering urban growth and industrialisation, e.g. the years 1927-29 saw a grain procurement crisis, with a shortfall of 2 million tons of grain in 1928
- Collectivisation was intended to support industrialisation in that it would encourage greater migration from rural areas to urban ones, thus contributing to the necessary workforce
- It was intended that the grain surplus produced by collectivisation would make a significant contribution to industrialisation through grain exports raising funds to finance industrial machinery.

Relevant points which counter the statement may include:

- Collectivisation was motivated by the desire to portray the kulaks as ideological enemies and rid such capitalist influences from the countryside
- **Collectivisation was motivated by political factors, as part of Stalin's struggle against the likes of Bukharin and the right-wing of the Party**
- Collectivisation was intended to overcome peasant attitudes, which up to this point were not geared towards producing a surplus in order to feed industrial workers
- Collectivisation was motivated by the desire to embed socialism amongst the peasantry, engendering practices and ideology through the community of the kolkhoz
- Collectivisation was motivated by the desire to control the peasantry, with Stalin viewing those who did not cooperate as enemies of the people; the kolkhoz enhanced the ability of the Party to oversee the peasantry.



Question	
6 (a)	<p>What impression does the author give about the impact of the attitudes of the Soviet Union and the West in 1945? You must use Extract F to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The author gives the impression that attitudes created significant tensions</li> </ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that problems existed before 1945 and the Alliance was a convenient temporary arrangement</li> <li>• <b>The language used by the author, including 'hostility', 'hostile', 'took advantage of' and 'expand Communism'</b></li> <li>• The author has selected evidence to show examples of tension but has not included attempts to work around their respective differences at the end of the Second World War.</li> </ul>	

Question	
6 (b)	<p>Explain two effects of the Soviet invasion of Hungary on the Cold War.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• An effect was, as a result of the successful invasion of Hungary, it became clear that protestors and reformers within the Eastern Bloc would not receive Western military support</li> <li>• An effect was that the invasion strengthened the Warsaw Pact, as it contributed to Soviet control being reasserted across the rest of Eastern Europe, with the invasion demonstrating that no nation would be allowed to leave the Warsaw Pact</li> <li>• An effect was that the reactions of both East and West established the effective stalemate in Cold War Europe, as it clarified when the Soviet Union would act to safeguard its sphere of influence, and that the USA would not directly challenge this.</li> </ul>	

Question	
6 (c) (i)	<p>'The most significant development in the Cold War, in the years 1947-49, was the Truman Doctrine.'</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"> <li>• the Truman Doctrine (1947)</li> <li>• the Berlin Crisis (1948-49).</li> </ul> <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using <b>second-order historical</b> concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points which support the statement may include:

- The Truman Doctrine **was a significant development as it marked the USA's break** from cooperation with the USSR to one of a degree of confrontation, demonstrating **to Stalin the USA's willingness** to act to contain the spread of communism
- The Truman Doctrine was significant as it committed the USA to the defence of Western Europe, and so marked a key step in the division of Europe between East and West
- The Truman Doctrine was significant as the USA committed to provide military assistance and financial aid to nations under threat from communist activity.

Relevant points which counter the statement may include:

- The Berlin Crisis was significant in that it increased the rivalry between the superpowers, with the USA portraying it as a significant victory, and Stalin seeing it as a humiliation he had to right, leading to the collapse of cooperation over Germany
- The Berlin Crisis was significant as it convinced Truman and the West of the need to strengthen Western Europe against Soviet expansion, leading to the establishment of military alliances
- **Marshall Aid was a significant development, demonstrating the USA's economic** power, creating tension with the USSR and furthering the division of Europe into two different economic systems
- The growth of Soviet influence in Eastern Europe was significant, with the effective fall of governments in a raft of nations, confirming **Churchill's warning of an 'iron curtain' dividing Europe on ideological lines**
- The setting up of NATO was a significant development, as a formal military alliance tying the USA – for the first time – into such a formal alliance in peacetime.





Question	
6 (c) (ii)	<p>'The main reason for the crisis over Berlin, in the years, 1960-61 was the refugee problem.'</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"> <li>• the refugee problem</li> <li>• the U2 incident (1960).</li> </ul> <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• The loss of over three million people who defected through East Berlin in the years <b>from 1949 through to 1961 created significant pressures on East Germany's ability to function, undermining a key member of the Soviet bloc</b></li> <li>• Soviet and East German concerns that the West was encouraging the defection of refugees, e.g. through propaganda and the provision of employment and housing, increased tension and the desire to act over Berlin</li> <li>• The refugee problem was a propaganda disaster for Khrushchev and the East <b>German leadership, indicating as it did the failings of communism and the people's preference for the capitalist West</b></li> <li>• The high number of defectors – approaching 2,000 per day – prompted Khrushchev to reissue his ultimatum in 1961.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The U2 incident (1960) led to the failure of planned negotiations over the issue of Berlin, increasing tension over the issue</li> <li>• Khrushchev was motivated by pressure from within the Soviet system, as well as from supposed allies such as China, to appear strong over Berlin</li> <li>• Concerns over security and espionage contributed to the crisis over Berlin, as the porous border with the West made the city a centre for spies and other subversive activities</li> <li>• Fears that nuclear weapons would be stationed in West Germany was a significant motivation for the Soviets, as they sought to use pressure over Berlin as a bargaining chip in order to prevent missiles being placed in Germany.</li> </ul>	

Question	
7 (a)	<p>What impression does the author give about HUAC investigations into Hollywood? You must use Extract G to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The author gives the impression that HUAC's investigations were excessive.</li> </ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that HUAC targeted Hollywood, and felt it was a hotbed of communist activity</li> <li>• The language used by the <b>author, including 'terrifying frequency', 'infiltrated' and 'persecution'</b></li> <li>• The author has selected evidence to show examples of exaggerated claims of communist infiltration but has not included examples of real cases.</li> </ul>	

Question	
7 (b)	<p>Explain two effects of the anti-Vietnam War movement on the USA.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The anti-Vietnam War movement encouraged criticism of the failure of the government to fulfil promised domestic reform, e.g. the Great Society</li> <li>• Protests by the anti-Vietnam War movement attracted significant attention from the media and public, e.g. criticism of the violence and injuries seen at protests</li> <li>• The movement had an impact on US politics, e.g. it contributed to LBJ being <b>challenged for the Democratic Party's presidential nomination.</b></li> </ul>	

Question	
7 (c) (i)	<p>'The main consequence in the 1950s of civil rights protests was desegregation within education.'</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"> <li>• desegregation within education</li> <li>• the Civil Rights Act 1957.</li> </ul> <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points which support the statement may include:

- The campaign successfully appealed to the Supreme Court in the case of *Brown v Board of Education of Topeka* (1954), which resulted in the court ruling that segregation was unconstitutional
- **The NAACP's legal campaign led to *Brown v Topeka II* (1955), in which the Supreme Court ruled that schooling in the USA should be desegregated 'with all deliberate speed'**
- Civil rights groups such as the NAACP pressured school boards into implementing integration, prompting the enrolment of black students at Little Rock, which in turn triggered federal intervention
- The Civil Rights Act (1957) was limited in effectiveness as it was watered down by Democrats in Congress.

Relevant points which counter the statement may include:

- Desegregation of schooling faced resistance, and progressed slowly as the Supreme Court did not specify a timescale
- Civil rights campaigners played a role in prompting Eisenhower to get Congress to pass the Civil Rights Act (1957), which led to increases in voter registration
- The efforts of civil rights campaigners brought about significant changes in areas such as transport as a result of the Montgomery Bus Boycott
- The civil right protests led to the emergence of leaders such and Martin Luther King and groups such as SCLC, whose organisation and methods led to greater national prominence.

Question	
7 (c) (ii)	<p>'The main reason why civil rights legislation was passed in the 1960s was because of the efforts of Martin Luther King.'</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"> <li>• Martin Luther King</li> <li>• SNCC.</li> </ul> <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using <b>second-order historical</b> concepts.</p>

### Marking instructions

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

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

### Indicative content

Relevant points which support the statement may include:

- **Martin Luther King's abilities as a powerful and charismatic public speaker** drew national attention throughout the period, e.g. Washington (1963)
- **King's abilities as an organiser** and leader had an impact on the success of campaigns, e.g. his role in the SCLC, and how non-violent methods were taken up by others such as the sit-ins and freedom rides
- **King's non-violent** approach helped win over both key political figures such as Kennedy, as well as white voters, e.g. with the dignity and peaceful protest demonstrated at the Washington march
- King was astute in gaining media and international attention, e.g. the Birmingham campaign was chosen as King anticipated a reaction, and the media focus on scenes there, along with his arrest, increased pressure for federal legislation.

Relevant points which counter the statement may include:

- Groups such as SNCC and CORE made a significant contribution, e.g. their non-violent actions were aimed to encourage retaliation, gaining attention which pressured the authorities to act
- President Johnson met with civil rights leaders in the first weeks of his presidency, and made clear he would accept no compromises with the bill that became the Civil Rights Act (1964)
- Johnson spoke to Congress soon after the events at Selma, emphasising his desire to overcome bigotry and injustice, before introducing the bill for voting rights
- Grassroots campaigners had a significant impact, e.g. tens of thousands took part in campaigns such as sit-ins and freedom rights, which earned political and media support for the cause.

Question	
8 (a)	<p>What impression <b>does the author give about de Klerk's abandoning of apartheid?</b> You must use Extract H to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The author gives the impression that abandoning apartheid was forced on de Klerk</li> </ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• <b>The extract says that the de Klerk's background was one of someone who would not by nature want to abandon apartheid</b></li> <li>• <b>The language used by the author, including 'strong believer', 'yet... drastic changes' and 'deep trouble'</b></li> <li>• The author has selected evidence to show that de Klerk was motivated by desperate circumstances, and has not included other reasons, such as his respect for Mandela.</li> </ul>	

Question	
8 (b)	<p>Explain two effects of <b>PW Botha's</b> reforms on South Africa.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• An effect was that <b>Botha's reforms led to the increased political involvement of blacks</b> in local politics, e.g. the establishment of urban councils, as well as increased investment in townships</li> <li>• An effect was that the reforms provoked rioting and township unrest, and ultimately led to the necessity of the State of Emergency being declared in 1985</li> <li>• An effect was that the reforms led to a split in the Nationalist Party, with the creation of the Afrikaner Conservative Party gaining sufficient support to become the official opposition to the Nationalists.</li> </ul>	



Question	
8 (c) (i)	<p>'The most significant development in the apartheid system, in the years 1948-54, was geographical segregation.'</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Geographical segregation</li> <li>• the Population Registration Act (1950).</li> </ul> <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to <b>candidates' deployment of material in relation to</b> the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• From 1948, the Nationalist Party set about policies, which saw a significant shift, with the explicit aim of moving blacks to the reserves, and excluding them from white areas completely</li> <li>• The Pass Laws restricted the majority of Black Africans from leaving the reserves, created significant resentment amongst Black Africans, and led to around three million people being given criminal convictions</li> <li>• The Group Areas Act (1950) affected around 600,000 people, leading to <b>Black South Africans and those designated as 'Coloured' and 'Indian' being relocated, often far</b> away from their original homes in urban areas</li> <li>• The Bantu Authorities Act (1951), was a significant development in geographical segregation, establishing homelands according to ethnic groups, under the control of cooperative tribal leaders.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The Population Registration Act (1950) underpinned the whole system of apartheid, forcing all individual South Africans into a particular racial category, creating the distinctions between Whites, Blacks and Coloureds</li> <li>• The Population Registration Act provoked significant opposition, particularly amongst Cape Coloureds, whom it sought to prevent claiming white status, and where generations of mixed marriages made such classification near impossible</li> <li>• Laws such as the Prohibition of Mixed Marriages Act (1949) and the Immorality Amendment Act (1950) were significant in restricting marriage and personal relations between whites and non-whites</li> <li>• The Bantu Education Act (1953) brought black education under the control of the government, and forced different standards on Blacks and Whites, e.g. black pupils were taught in ethnic languages.</li> </ul>	

Question	
8 (c) (ii)	<p><b>'The main reason why the apartheid system came under threat, in the years 1955-78, was international opposition.'</b></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"> <li>• international opposition</li> <li>• the ANC.</li> </ul> <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using <b>second-order historical</b> concepts.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to</b> the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• Challenges to apartheid from international opposition grew as figures such as the exiled ANC leader Oliver Tambo had significant success in recruiting opposition against the South African regime, e.g. at the UN in the 1960s</li> <li>• The UN undermined the international credibility of the apartheid regime, e.g. it condemned apartheid in the 1950s, proposed economic sanctions from 1962, continued to criticise apartheid and expelled South Africa in 1974</li> <li>• International opposition groups such as the Anti-apartheid Movement (AAM) had <b>success in raising opposition and organising boycotts that damaged the regime's standing, and led to South Africa's increasing cultural isolation during the 1970s</b></li> <li>• Attempts to organise economic sanctions had success in challenging apartheid in the 1970s, e.g. the World Council of Churches disinvested in South Africa in 1972, as did some US universities, and trade union movements promoted opposition.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The ANC made a significant contribution to the challenge to the system of apartheid by providing organisation to opposition, e.g. the Congress of the People and the 1957 bus boycott, and its Freedom Charter served as a programme of demands</li> <li>• Even in exile, the ANC had significant success in recruiting members who worked against apartheid after the Soweto Uprising of 1976, e.g. those joining training camps in exile in Swaziland</li> <li>• Examples of civil disobedience, such as Sharpeville and Langa, and the violent reprisals they faced, prompted international criticism and the establishment of groups such as Spear of the Nation, which offered a militant challenge to apartheid</li> <li>• Black Consciousness was significant in organising student and youth opposition to apartheid, which threatened the regime, e.g. the 1976 Soweto Youth Uprising.</li> </ul>	

