



Mark Scheme (Results)

November 2023

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

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 Louis XVI?</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> <ul style="list-style-type: none"> • The author gives the impression that Louis XVI was an ineffective monarch. <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that Louis XVI 'lacked the determination to complete anything properly' • The language the author uses, including 'consistently failed', 'lacked', 'unable' • The author has selected evidence to show the ineffectiveness of Louis XVI as monarch with emphasis on his weaknesses and ignored his achievements, e.g. prestige gained as a consequence of France's involvement in the American War of Independence. 	

Question	
1 (b)	<p>Explain two effects of the Grande Peur on France in 1789.</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 peasant uprisings increased and become more widespread, with peasants attacking chateaux, which suggested that revolution was imminent • An effect was that it undermined the power of the Church, e.g. tithe barns were attacked and the Church's stores of grain were pillaged and peasants began searches for legal documents • An effect was that it contributed to the August Decrees and to the principle of fair taxation and the guarantee that all Frenchmen had the same rights and duties. 	

Question	
1 (c) (i)	<p>The most significant achievement of the Constituent Assembly, in the years 1789-91, was the introduction of the 1791 Constitution.'</p> <div data-bbox="557 414 1406 584" 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 1791 Constitution • the new legal system. <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 new Constitution demonstrated the revolutionary government's commitment to a written constitution of all of France and was motivated by the ideas of the Enlightenment and the American Revolution • The new Constitution made clear the position of the King, e.g. retained 'supreme power', but only had a four year veto on law and an elected National Assembly • The new Constitution gave, for the first time, the right to vote to 'active citizens', e.g. males over the age of 25 • The new constitution established, for the first time, that the right to stand for office be given to individuals who paid the equivalent of ten days' labour in taxes. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • 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 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 reorganised and strengthened French local government, e.g. they created a three-tier system of <i>départements</i>, districts and <i>communes</i>. • The Assembly reorganised the way in which the Church would operate, e.g. gave it the same administrative structure as local government and introduced the Civil Constitution of the Clergy. 	

Question	
1 (c) (ii)	<p>'Economic problems were the main reason for the Terror in the years 1793-4.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="557 443 1406 613" 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"> • economic problems • military defeats. <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 the war created growing economic difficulties, which fuelled uprisings, e.g. in the regions of La Vendée, Normandy and Brittany, and this led to the Terror as a means of control • The purchasing power of the new paper currency had decreased by 99% since its introduction, which led to hoarding and to prevent this the <i>Armées révolutionnaires</i> attacked hoarders • In 1793, the National Convention imposed rationing and price controls, which led the Paris mob to loot shops for bread, coffee, sugar and clothing and the Terror was used as a means of control. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • French military defeats in the spring of 1793 caused a sense of distrust and contributed to the need for the Terror • Robespierre saw treason everywhere and this coloured his opinion and informed his judgement and the Terror became a personal policy • The Terror was a direct policy of the Sans Culottes, who sought to reverse Girondin decentralisation policies and eliminate Girondin influence • 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. 	

Question	
2 (a)	<p>What impression does the author give about the problems facing Italian unification after 1861?</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> <ul style="list-style-type: none"> • The author gives the impression that the problems facing Italian unification were difficult to overcome. <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that 'the north and south remained divided' • The language the author uses, including 'There were significant differences', 'bitter resentment' • The author has selected evidence to show the extent of the problems facing Italy and ignored more positive elements, e.g. the removal of foreign powers. 	

Question	
2 (b)	<p>Explain two effects of the battles of Magenta and Solferino on the progress towards Italian unification.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect was that in the battle of Magenta Austria was forced to evacuate Lombardy and this was significant in the Franco-Piedmont alliance's subsequent defeat of Austria and influenced the process of unification • An effect was that, in the aftermath of their defeat at Magenta, the Austrians were forced to retreat to the south-east and this weakened their hold on the Italian peninsula • An effect was that the battle of Solferino resulted in Austrian defeat and the annexation of most of Lombardy to Piedmont, which strengthened Piedmont's grip on the direction of unification. 	

Question	
2 (c) (i)	<p data-bbox="459 253 1366 315">‘The most significant feature of the 1848 Revolutions in the Italian states was Mazzini’s revolt against Rome.’</p> <div data-bbox="558 405 1404 577" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p data-bbox="568 416 1145 448">You may use the following in your answer:</p> <ul data-bbox="619 454 1067 528" style="list-style-type: none"> <li data-bbox="619 454 1067 488">• Mazzini’s revolt against Rome <li data-bbox="619 495 911 528">• uprisings in Sicily. <p data-bbox="568 535 1158 566">You must also use information of your own</p> </div> <p data-bbox="459 627 1414 687">Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="587 719 1439 815">AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p data-bbox="204 837 517 869">Marking instructions</p> <p data-bbox="204 880 1409 974">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 data-bbox="204 985 1426 1079">The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p data-bbox="204 1090 483 1122">Indicative content</p> <p data-bbox="204 1133 992 1164">Relevant points which support the statement may include:</p> <ul data-bbox="252 1171 1422 1458" style="list-style-type: none"> <li data-bbox="252 1171 1331 1234">• Mazzini’s revolt established the Roman Republic, which was led by the revolutionary Triumvirate that allowed Roman citizens to vote as individuals <li data-bbox="252 1238 1318 1301">• Mazzini’s revolt saw the introduction of a Roman Republic Constitution that allowed freedom of religion and introduced capital punishment <li data-bbox="252 1305 1422 1368">• Mazzini’s revolt achieved his dream of laying the foundations for a new democratic republican Italy, with Rome as its capital <li data-bbox="252 1373 1422 1458">• Mazzini’s revolt was short-lived, e.g. French soldiers marched on Rome on 30 April 1849, and easily took control of the city; a dejected Mazzini left Italy for exile and his revolt had failed to bring Italy closer together. <p data-bbox="204 1469 992 1500">Relevant points which counter the statement may include:</p> <ul data-bbox="204 1507 1401 1890" style="list-style-type: none"> <li data-bbox="252 1507 1401 1570">• In Sicily, uprisings by revolutionaries saw them demanding the re-establishment of the 1812 constitution <li data-bbox="252 1574 1366 1682">• In Lombardy, Austrian refusal to respond and agree to reforms demanded by liberal agitators saw temporary collapse of Austrian rule, e.g. ‘The five days of Milan’ <li data-bbox="252 1686 1401 1783">• 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 <li data-bbox="204 1787 1401 1890">• 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>'The main reason for the development of Piedmont, in the years 1849-54, was reducing the influence of the Church.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="557 443 1406 654" 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"> reducing the influence of the Church the <i>connubio</i>. <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"> An anti-clerical policy was pursued in order to undermine the Catholic Church's dominant position and this limited the power of the papacy as a natural supporter of Austria The economic power of the Church was reduced by the confiscation of land and the ending of its 5 million lire income from the state, which allowed resources to be used elsewhere in Piedmont Religious toleration was allowed, which undermined and reduced the influence and power of the Catholic Church and its ally Austria. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> The <i>connubio</i> strengthened the position of Piedmont's parliament in relation to the Crown, as it created a tactical alliance at the centre of politics The <i>connubio</i> led to the weakening of D'Azeglio's government and its ultimate collapse. In 1852, Victor Emmanuel appointed Cavour as Prime Minister, which gave Cavour the power to direct Piedmont's development. By the end of 1851, Piedmont had signed free trade treaties with Portugal, France, Britain and Belgium, which assisted economic expansion through increased trade in exports and imports Public money was used to aid Piedmont's transport development, which led to economic expansion, e.g. railway linkage of Milan and the French border 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. 	

Question	
3 (a)	<p>What impression does the author give about Nazi rule in the years 1933-39?</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> <ul style="list-style-type: none"> • The author gives the impression that the Nazis did not have total control of German people. <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that 'many Germans refused to give their total support' • The language the author uses, including, 'told jokes', 'protested', 'complaining' • The author has selected evidence that puts emphasis on the Nazis lack of control and ignored evidence that would show control, e.g. control of German workers was achieved through DAF, the use of the Police and Gestapo, concentration camps. 	

Question	
3 (b)	<p>Explain two effects of the Second World War on the role of women in Germany.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p>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 the need to maintain industrial and agricultural production during the war resulted in the significant use of women in the workplace, e.g. armaments factories, farms • An effect was that women were used to support the armed forces, e.g. telephone, telegraph and transmission operators, administrative clerks, and the military health service • An effect was that women were used in anti-aircraft defence, e.g. as operators of listening equipment, operating projectors for anti-aircraft defence. 	

Question	
3 (c) (i)	<p>‘The main reason why the Treaty of Versailles was disliked by many Germans was that Germany had to pay reparations.’</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="558 365 1404 535" 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"> • reparations • the loss of land. <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"> • Many Germans disliked that Germany was made financially liable for the cost of the war, e.g. reparations were set, in 1921, at £6,600m and this damaged Germany’s ability to recover economically from the war • Many Germans disliked that Germany had to immediately hand over all its merchant ships and a quarter of its fishing fleet, as well as build 200,000 tons of shipping for the Allies • Many Germans disliked that Germany was forced to agree to paying reparations given the impact of the war had on their economy and were of the view that reparations were not affordable. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • Many Germans resented the loss of land due to its economic importance, e.g. losing 20 per cent of coal production and 15 per cent of agricultural resources, and parts of its empire, which damaged its ability to rebuild after the war • Many Germans hated that Germany lost land to Poland, e.g. large numbers of Germans now lived in Poland, beyond the control of the German government • Many Germans hated that Germany was made fully responsible for starting the war, e.g. Article 231 blamed Germany for the war by stating ‘war guilt’, and this damaged Germany’s international standing • Germany’s military capability was destroyed by the Treaty and left people in Germany feeling humiliated and vulnerable • The demilitarisation of the Rhineland damaged Germany’s ability to defend itself against France, e.g. the Ruhr Occupation. 	

Question	
3 (c) (ii)	<p>‘The main achievement of Stresemann, in the years 1924-29, was the Locarno Treaties.’</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="557 445 1406 613" 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 Locarno Treaties • the Dawes 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>

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 Locarno Treaties made Germany more secure, as they were a mutual guarantee of the Franco-German and Belgian-German borders, signed with Britain and Italy as guarantors
- The Locarno Treaties made Germany feel safe in relation to France as they stated that all parties agreed not to use force in order to alter the guaranteed borders
- Germany felt as if it was now a respected European nation as the Locarno Treaties admitted Germany into the League of Nations.

Relevant points which counter the statement may include:

- The Dawes Plan helped the German government pay its reparation debts to France, Great Britain and Belgium
- **The Dawes Plan brought US loans into Germany’s economy and this helped industry expand, which contributed to Germany’s recovery**
- Stresemann was successful in overcoming hyperinflation, with the introduction of a new currency, which helped to stabilise the German economy and aided recovery
- **As a consequence of Stresemann’s influence, the** Weimar Republic actively encouraged economic growth and prosperity, e.g. growth of new industries and development of welfare benefits
- **Stresemann’s** influence over the Reichstag did much to ensure that the Weimar Republic remained politically stable and assisted recovery.

Question	
4 (a)	<p>What impression does the author give about the Amritsar Massacre?</p> <p>You must use Extract D to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>The author gives the impression that the Amritsar Massacre was unjustified.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says 'Then the unbelievable happened' • The language the author uses, including 'certainly unarmed', 'gossiping', 'relaxing' • The author has selected evidence that is focused on the peaceful actions of those present and the brutal activities of the British armed forces and does not acknowledge that public meetings had been banned. 	

Question	
4 (b)	<p>Explain two effects of Gandhi's campaigns in the 1920s on Indian nationalism.</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 Gandhi promoted Indian nationalism through sit-down protests, strikes, marches and boycotts, which increased the challenge to British rule • An effect was that Gandhi fostered growing Indian nationalism by making the Congress Party a popular one for all Indians regardless of caste or religion, e.g. untouchables, Hindus and Muslims, which threatened British rule • An effect was that Gandhi promoted the growth of Indian nationalism by encouraging Indians to challenge Britain's economic power, e.g. not buying imported British-made clothes and urging them to make their own clothes. 	

Question	
4 (c) (i)	<p>'The main consequence of the Second World War on India in the years 1939-45, was increased support for independence.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="555 454 1406 624" 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"> • support for independence • economic impact. <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 impact of the Second World War encouraged Gandhi to launch his last great <i>satyagraha</i> campaign, known as the 'Quit India' campaign, as he judged that Britain was at a critical stage in the war • Congress withdrew the Ministries from the provinces in order to disrupt India's participation in the war effort and hasten independence • The Second World War enabled the Muslim League to strengthen its political position in the movement towards independence • The impact of the Second World War encouraged Subhas Chandra Bose to urge Indians to rise up against British tyranny. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The initial economic impact of the Second World War was significant as prices of raw materials and food rose and a large overseas demand for Indian commodities, like raw jute and oilseeds, grew • The impact allowed older industries to expand, e.g. cement, cotton textiles, iron and steel, and sugar. By 1945, production was 20% higher than at the start of the war • As the war progressed, the capture of one country after another by Germany in Europe and by Japan in the East, reduced the area to which exports from India were either possible or permitted • As a result of the war, Britain sought to find a solution to how India could be governed, e.g. the Cripps Mission. 	

Question	
4 (c) (ii)	<p>'Communal violence was the main reason why India was partitioned.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="558 383 1406 551" 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"> • communal violence • the Princely States. <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 1946, communal violence broke out between Hindus and Muslims, e.g. 5000 Muslims were killed in Calcutta, and Muslims slaughtered Hindus in Bengal. The scale of this communal violence strengthened the idea of partition as a solution • Communal violence led the Muslim League to announce its support for a general strike (hartal) and assert its demand for a separate homeland for Muslims • Communal violence sparked religious riots in Noakhali, Bihar, United Provinces, Punjab and the North Western Frontier Province, which further sowed the seeds of the need for the partition of India. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The Princely States were either Hindu or Muslim and therefore sought to accede to either India or Pakistan, and this was significant as it strengthened the need for the partition of the Raj into independent India and Pakistan • The role played by Jinnah in leading the Muslim League, with its demand for a separate Pakistan, meant that an independent India in itself was not enough and partition was required • The work of the Boundary Commission was significant in enabling partition to become a reality, as it drew a boundary that, as far as possible, ensured that Hindus and Muslims were accommodated in separate states • Mountbatten, as Viceroy, gave his assessment that partition could not be avoided • The Labour Government was sympathetic to decolonisation and approved the plan for partition as a means of leaving India. 	

Question	
5 (a)	<p>What impression does the author give about Stalin's use of the Moscow Show Trials of 1936-38?</p> <p>You must use Extract E to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> The author gives the impression that Stalin used the Moscow Show Trials to get rid of potential opponents. <p>This is shown by the following:</p> <ul style="list-style-type: none"> The extract says that Stalin had his opponents placed on trial, faked evidence, and removed those who potentially threatened him The language used by the author, including 'relentlessly', 'confessed' to murdering Kirov', and 'ruthlessly eliminated' The author has selected evidence to show that how the Show Trials were engineered to eliminate rivals, but has not included evidence to show how the Trials also served to aid the promotion of those loyal to Stalin, e.g. Yezhov. 	

Question	
5 (b)	<p>Explain two effects of Gosplan on industry in the Soviet Union in the years 1924-41.</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 Gosplan was that it contributed to higher economic growth, e.g. conservative estimates of 14% economic growth in the First Five Year Plan, particularly in primary materials such as iron, coal and oil • An effect of Gosplan was that, in prioritising heavy industry, it contributed to shortages in other areas, e.g. consumer goods, machinery and spare parts • An effect of Gosplan was that it contributed to a deterioration in the quality of output, as the emphasis on production figures in the targets which were set meant industry concentrated on quantity over quality. 	

Question	
5 (c) (i)	<p>'The person with the strongest claim in the leadership struggle of 1924-29 was Trotsky.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="557 362 1406 535" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Trotsky • Stalin. <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"> • Trotsky's claim appeared strong as he had been a close supporter of Lenin, working with him since the revolution, and was expected by many to be his successor • Trotsky's claim was bolstered by his command of the Red Army; its success had given him prestige and demonstrated the success of his leadership • Trotsky's claim was strong as he was seen to be the most able of the candidates, as a speaker, writer and thinker with original ideas, e.g. the notion of 'permanent revolution'. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • Through his position as General Secretary, Stalin could claim significant support amongst the wave of recruits who had joined in the mid-1920s, and show his ability to advance the careers of others within the Communist Party • Stalin's claim had appeal as he appeared as a more moderate prospect than the more extremist positions of Trotsky and Bukharin, and his willingness to appeal to national pride was attractive to many • Trotsky did not possess a broad support base within the party; factors such as his Jewish origins, Menshevik background, perceived arrogance and failure to attend Lenin's funeral counted against him • Zinoviev's position as President of the Comintern (until 1926) had given him international prestige, and he held higher rank within the party • Bukharin, who held the significant position of editor of Pravda until 1929, had a reputation as an able Marxist thinker, and his willingness to ally with Stalin meant he outlasted the other rivals. 	

Question	
5 (c) (ii)	<p>'The main reason for the Soviet Union's success in driving back the German invasion during the Second World War was Soviet war production.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="557 394 1406 566" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • war production • support from wartime allies. <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>Word. 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"> • War production made a significant contribution to the success in responding to the German invasion, with over half of national income allocated to the war effort, and a doubling armament production between 1941 and 1944 • Relocation of war production to factories east of the Urals helped overcome the German invasion, as it was crucial to their ability to produce the necessary war materiel away from German advances • Soviet aircraft production contributed to success against the German invasion, producing fighters of sufficient number and quality (such as the IL-2 Sturmovik) to ensure air superiority over the German forces by 1943 • Soviet tank production made a significant contribution to success in the war, producing tanks such as the T-34 and JS-1 which were effective, durable and sufficiently numerous. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • Allied support proved significant in countering the German invasion, e.g. communication depended on the 380,000 field telephones and over 1,538,000 kilometres of cable the Allies supplied • From his initial radio broadcast responding to the shock of the German invasion, Stalin's leadership proved significant in rallying the Soviet population and helping prevent the collapse before winter that German strategy depended on • The response of the Soviet people to the 'Great Patriotic War' was crucial in Soviet success and demonstrated a remarkable ability to absorb losses and continue fighting, e.g. over one million civilian deaths in the near 900-day siege of Leningrad • The inadequacy of German resources and planning contributed to Soviet success, e.g. the tank force was insufficient in number, logistics were stretched, and equipment was ill-suited to the Russian winter. 	

Question	
6 (a)	<p>What impression does the author give about relations between Stalin and Truman at Potsdam? 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 relations were very poor. <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that the leaders disagreed over several issues, and could not accept 'the other's point of view' • The language used by the author, including 'rivalry and suspicion', 'strongly resisted' and 'very unhappy' • The author has selected evidence to show that how their attitudes contributed to disagreement, but has not included areas of agreement, e.g. the denazification of Germany, and its division into four zones of occupation. 	

Question	
6 (b)	<p>Explain two effects of the Marshall Plan 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>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 Marshall Plan was that it contributed to the economic recovery of the West European nations accepting aid, with GDP surpassing pre-war levels by the early 1950s, increasing the disparity with a resentful Eastern bloc who didn't take the aid • An effect of the Marshall Plan was that it increased tension between the Soviets and the Western powers, e.g. Stalin was suspicious of America's motives, and forbade Eastern European nations from accepting it • An effect of the Marshall Plan was that it ensured the Western European nations remained capitalist and linked them closely to the USA and thus consolidated the Western alliance, as the conditions of receiving aid encouraged trade with the USA. 	

Question	
6 (c) (i)	<p>'The main consequence of the Soviet invasion of Hungary in 1956 was the negative international reaction.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="557 389 1406 562" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the negative international reaction • Soviet control. <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 Soviet invasion led to condemnation from Western leaders, e.g. Eisenhower strongly condemned the use of Soviet troops as an 'occupation' force • The Soviet invasion brought about a negative reaction from international organisations, e.g. it led to a UN enquiry, and a boycott of the 1956 Olympics by some European nations • As a result of the Soviet invasion, thousands of Western Europeans left communist parties in their own nations, and some organisations disassociated themselves from Moscow's control. <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> • It led to Soviet control being reasserted, with Soviet troops being stationed in Hungary and accepted by the Hungarian government by treaty on a permanent basis • The appointment of the pro-Soviet hardliner, Janos Kadar, led to a return of a close adherence to Moscow, and severe reprisals were enacted against those involved to reassert control, e.g. an estimated 12,000 were imprisoned and over 400 executed • Soviet control was also reasserted across the rest of Eastern Europe, as the invasion demonstrated no nation would be allowed to leave the Warsaw Pact • The Soviet invasion of Hungary led to over 200,000 Hungarians leaving the country as refugees, many of whom went to the USA • The Soviet invasion of Hungary led to a clearer recognition that the Western powers would not intervene in the Soviet sphere of influence in Eastern Europe. 	

Question	
6 (c) (ii)	<p>'The main reason for the crisis that took place in Czechoslovakia in 1968 was the actions of the Soviet Union.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="558 461 1406 633" 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 actions of the Soviet Union • Dubček. <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 repressive rule, which created opposition and public resentment, was closely associated with the Soviet influence, with Antonin Novotný widely perceived as a hard-line Soviet communist • Soviet interference in the Czechoslovakian economy was a major source of discontent, with the decline in living standards as a result of Comecon prioritising primary industry for export to the Soviet Union • Brezhnev's withdrawal of support for Novotný led to his replacement by Dubček in January 1968, which acted as a catalyst for calls for reform and the subsequent crisis • It was the Soviet invasion of August 1968 that escalated the crisis to its peak, with Soviet forces in Prague, the removal of reformers from government and repression of protestors. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • Novotný's leadership contributed to the emerging crisis, e.g. his delayed response to the destalinisation seen in other satellite states caused unhappiness, as did his failed attempts at economic reform in the late 1960s • Dubček's reforms encouraged those who opposed communism into making ever more radical reforms which unnerved the Soviet Union and other Warsaw Pact leaders • Division between different parts of Czechoslovakia were an increasing source of tension, with demands from Slovaks for more regional autonomy • Communist leaders other than the Soviets played a crucial role in the crisis during 1968, e.g. Czech hardliners requested Soviet intervention in August 1968, and Communist leaders in East Germany and Poland pressured Brezhnev to intervene. 	

Question	
7 (a)	<p>What impression does the author give about Phyllis Schlafly? 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 Phyllis Schlafly was successful in driving opposition to the women's movement. <p>This is shown by the following:</p> <ul style="list-style-type: none"> The extract says that Phyllis Schlafly mobilised numerous women to campaign against the women's movement The language used by the author, including 'tireless activist', 'countless', 'previously not interested' and 'persuaded' and 'convinced' The author has selected evidence to show the significance of Schlafly, but has not included evidence of the backlash she faced. 	

Question	
7 (b)	<p>Explain two effects of the Emmett Till case on civil rights in the 1950s.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect of the Emmett Till case was that the acquittal of his killers led to a reaction which increased media coverage of civil rights issues and galvanised public opinion, leading to protests across the USA and increased calls for federal intervention • An effect of the Emmett Till case was that the publication of material about it, particularly by black publications such as <i>The Chicago Defender</i> and <i>Jet</i> magazine, meant the murder attracted outrage and support for the civil rights cause • An effect of the Emmett Till case was that it prompted action by civil rights groups such as the NAACP, showing they could help achieve justice for black Americans, e.g. the protection they afforded witnesses in the trial encouraged others to stand up. 	

Question	
7 (c) (i)	<p>'The main consequence of the Red Scare was an increase in the importance of Senator McCarthy.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="558 365 1406 535" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Senator McCarthy • Anti-communist investigations. <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"> • Senator Joseph McCarthy exploited the Red Scare to go from having been voted the worst Senator there was by press correspondents, to being the leading figure of anti-communist activity in the early 1950s • The Red Scare allowed McCarthy to take on the Chairmanship of a previously unimportant Senate committee, and make it so both he and the committee became the focal point for the search for communists in US politics • McCarthy became a central figure in Republican campaigns in the 1952 elections, and the growth of his profile is demonstrated by Eisenhower's reluctance to directly confront him, despite his disapproval of McCarthy's methods. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The obvious excesses of the Red Scare and McCarthy's exploitation of this saw a significant reaction against McCarthy, e.g. media coverage of the Army-McCarthy hearings led to increased public opposition, and his censure by the Senate in 1954 • The Red Scare resulted in increasingly bitter political divisions within US politics, e.g. anti-communist attitudes and perceived weaknesses towards communist infiltration featured in election campaigns in 1950 and 1952 • The Red Scare inflicted significant damage on the lives of thousands of Americans, e.g. thousands lost their jobs • As a result of anti-communist investigations, government departments were weakened, e.g. the State Department lost significant capability when staff with expertise were removed for suspected communist activities or sympathies • Actual convictions on the basis of substantiated communist activity resulted from the Red Scare, e.g. the Rosenbergs were found guilty of genuine communist espionage. 	

Question	
7 (c) (ii)	<p>'The main reason for the growth of Black Power in the 1960s was disappointment with the achievements of previous civil rights campaigns.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="558 394 1404 566" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • previous civil rights campaigns • Stokely Carmichael. <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"> • A desire for a changing approach came with the increasing realisation that the passing of civil rights legislation alone was not widely transformative, e.g. civil rights legislation had done little to address social and economic inequalities • Advocates of Black Power highlighted frustrations with the slow-moving efforts of previous efforts to seek improvements through integration, and increasingly came to see self-determination as crucial to achieving equality and justice • Divisions over the extent of the achievements of civil rights reforms and how campaigns should progress were evident by the mid-1960s, e.g. SNCC members called for a black-only party after the Voting Rights Act had been passed • The failings of King's 'Northern Crusade' contributed to questioning of methods that had been used thus far, and increased the willingness of activists and leaders to turn to the more radical approaches that Black Power advocated. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • Stokely Carmichael was significant in leading the changing approach within the movement, with his call for 'Black Power' after the Meredith March serving as a rallying cry for a younger generation • Carmichael wrote the influential book <i>'Black Power: the Politics of Liberation in America'</i>, developing understanding of notions of systemic discrimination and institutional racism, and explaining what black people needed to do to challenge these • Events during the March against Fear played a significant factor in the growth of Black Power, with the shooting of James Meredith and harassment of other marchers encouraging leaders such as McKissick and Carmichael to change their approach • Other individuals made a significant contribution to the changing direction of the civil rights movement, e.g. Floyd McKissick led CORE to a more radical approach, Bobby Seale and Huey Newton founded the Black Panthers. 	

Question	
8 (a)	<p>What impression does the author give about the impact the Bantustans had on South Africans? 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 the impact of the Bantustans was increased economic inequality. <p>This is shown by the following:</p> <ul style="list-style-type: none"> The extract says that the leaders and ruling class 'did well', but that life for the rest was difficult The language used by the author, including 'tremendous incentives', 'big salaries', 'plentiful opportunities' and 'was tough, with poverty, disease and malnutrition' The author has selected evidence to show that the Bantustans led to economic inequality, but has not included the ethnic segregation that took place. 	

Question	
8 (b)	<p>Explain two effects of Nelson Mandela's release from prison in 1990 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"> • An effect of Nelson Mandela's release was that it established clearly what the necessary steps were for subsequent negotiations to take place, e.g. his speech upon release called for the State of Emergency to end and political prisoners to be released • An effect of Nelson Mandela's release was that it saw him become the figurehead of the ANC in negotiations with de Klerk's government, e.g. by August 1990 he had replaced Oliver Tambo as the official leader of the ANC • An effect of Mandela's release was that the regard he was held in by both opponents of apartheid and the authorities helped facilitate the dismantling of apartheid. 	

Question	
8 (c) (i)	<p>'The main reason for the Nationalist victory in the election of 1948 was that they proposed to introduce apartheid.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="558 365 1406 535" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • apartheid • the United Party. <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 Nationalist Party's manifesto and party policies outlined broad proposals for apartheid which successfully established the Nationalists as the party of Afrikaner Unity (volksseenheid) • The Nationalist Party's apartheid proposals promised to reverse the flood of black migrants that won support amongst white workers who feared being undercut by an influx of cheap labour • The Nationalist Party's proposals for apartheid appealed to farmers who feared labour shortages created by black migration to the cities by promising to retain the Pass System • The Nationalist Party's apartheid proposals appealed to white South Africans as they promised to contain the growth of radicalism that had grown in influence through the trade unions and ANC. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • HNP (Nationalist Party) proposals other than apartheid had appeal, e.g. the party moderated its previously fierce republicanism, winning over some more moderate Afrikaners who had previously supported other parties • The decline in the vote for the United Party (down from 89 seats in 1943 to 65 in 1948) was partly a result of their unpopular associations with mining capital and the support Smuts gave Britain during the Second World War • Successful smears used against the United Party contributed to their loss, e.g. slogans such as 'Vote against Hofmeyr and save South Africa from Ruin' (Jan Hofmeyr was expected to replace Smuts) or highlighting Smuts' wartime alliance with Stalin • The inefficient distribution of the United Party's votes meant many were effectively wasted, as they stacked up large majorities in urban areas, whereas the Nationalists tended to win more rural constituencies with much narrower majorities. 	

Question	
8 (c) (ii)	<p>'The most significant feature of Botha's rule in South Africa (1978-90) was the increase in violent resistance.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="555 383 1406 555" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the increase in violent resistance • Botha's reforms. <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"> • Township unrest came to be a significant and destabilising force in South Africa, with resistance fuelling rivalry between different groups, e.g. the UDF and Inkatha in Natal/KwaZulu, and violence between ANC and AZAPO in Soweto in 1985 • There was significant resistance to Botha's attempts to reform apartheid from radical Afrikaner groups, e.g. AWB committed acts of violence and were supported by around 5-7 per cent of the white population • The high levels of violence and instability seen were significant in that they led to the state of emergency being declared, and contributed to the withdrawal of international investment and the 1985 financial crisis • The significance of resistance is seen in how the police response to demonstrations saw an escalating spiral of unrest, e.g. violence met with violence and riots spread elsewhere, vigilantism grew, and the State of Emergency was ultimately required. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • Botha's reforms were significant in that they led to the increased political involvement of blacks in local politics, e.g. the establishment of urban councils, as well as increased investment in townships • Botha's reforms were significant in provoking a negative reaction amongst some urban blacks, e.g. there was tension over the powers devolved to urban councils and the subsequent rent rises, or accusations of councillors being 'sell outs' • Economic issues were a significant feature of the 1980s, e.g. spending on security forces saw taxes increase, high unemployment posed a significant problem, and trade sanctions coordinated by the UN helped trigger the financial crisis of 1985 • Increasing non-violent resistance was significant, e.g. the formation of the UDF in 1983, in response to Botha's reforms, demonstrated increasing unified opposition amongst Indians, coloureds, and blacks. 	

