



# Mark Scheme (Results)

November 2021

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

Paper 1: Depth Studies

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

# Generic level descriptors for Paper 1

## Question (a)

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>• Simple, valid comment is offered about an impression. or</li> <li>• Simple comprehension of the extract is shown by the selection or paraphrase of some content to imply an impression.</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>• Answer offers valid comment that infers an impression. 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 go beyond aspects prompted by the stimulus points.</p>
3	9–12	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p>Maximum 10 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p>

4	13-16	<ul style="list-style-type: none"><li>• An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li><li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li><li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li></ul> <p>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</p>
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Question	Mark scheme
1 (a)	<p>What impression does the author give about the Directory in France?</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 <b>candidates' deployment of material in relation to the</b> qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include:</p> <p>The author gives the impression that the Directory governed France successfully.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says 'France had some serious problems, but the Directory coped with them very well'</li> <li>• The language the author uses, including 'increased <b>prosperity</b>', '<b>significant military victories</b>'</li> <li>• The author has selected evidence that is focused on showing <b>the Directory's</b> success and not included evidence to show its weaknesses, e.g. some of its economic measures were short term and led to inflation.</li> </ul>	



Question	Mark scheme
1 (b)	Explain two effects of the storming of the Bastille on the revolution in France.
<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 storming of the Bastille led to the outbreak of a popular revolution against the monarchy and the ancien régime</li><li>• The storming of the Bastille, which was orchestrated by the sans-culottes, led to them becoming the driving force behind the revolution in France</li><li>• The storming of the Bastille led to the weakness of authority. Within a month, the King had abolished the feudal system and accepted constitutional change in the French political system.</li></ul>	

Question	Mark scheme
1 (c) (i)	<p><b>'The main long-term cause of the French Revolution was the impact in France of involvement in the American War of Independence.'</b></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 American War of Independence</li> <li>• Marie Antionette.</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 impact of the American Revolution created a precedent for the overthrow of a legitimate leader in the interest of the ruled and this influenced many in France to want revolution</li> <li>• The return of French soldiers e.g. Lafayette, who had fought with the rebels in the American wars, influenced revolutionary fervour</li> <li>• <b>The educated classes drew parallels between the 'tyranny' of George III of Great Britain and his 'despotic' ministers, and that of Louis and his ministers in France</b></li> <li>• French involvement in the American Revolution forced the French government to take out loans at interest rates, which it could ill afford, and to impose the triple vingtième in 1782, which fuelled demands for revolution.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The perception of Marie Antoinette as immoral, unprincipled, debauched and having gambling debts was evidence of court corruption, which fuelled discontent and revolutionary demands</li> <li>• <b>The structure of France's financial system was defective and this predated the American Revolution and the attempts to reform it triggered revolution</b></li> <li>• The Enlightenment and the spread of new ideas challenged the role of the monarchy and privilege and influenced revolutionary thinking</li> <li>• A series of poor harvests created pressure on food supplies for a growing population and this led to peasant and worker unrest and demands for change.</li> </ul>	

Question	Mark scheme
1 (c) (ii)	<p>'The most significant development in France, in the years 1792-94, was the execution of Louis XVI.'</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 execution of Louis XVI</li> <li>• the 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>
<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 decision to execute the King split opinion, e.g. Robespierre and the Montagnards had favoured trial and execution, many Girondins accepted trial but were reluctant to kill the King</li> <li>• Execution of the King marked the end of absolute monarchy in France</li> <li>• There was widespread revulsion at the execution of the King and this led to regional revolts</li> <li>• The execution prompted widespread concern about the likely reaction from hostile European monarchies and the government lived in fear of foreign invasion.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The Terror had a consequence for French citizens, e.g. between 15,000 to 50,000 were <b>arrested, imprisoned without trial and beheaded at the guillotine, based on the 'Law of Suspects'</b></li> <li>• The Terror resulted in key figures who had supported the revolution, e.g. Danton, <b>coming under 'suspicion' and being executed</b></li> <li>• The Convention faced several protests against the levées and economic hardship and these problems had to be dealt with</li> <li>• The Convention needed to control the country in extreme conditions and, as a consequence, <b>introduced radical 'emergency' measures</b>, e.g. setting up the Revolutionary Tribunal, the Committee of Public Safety.</li> </ul>	

Question	Mark scheme
2 (a)	<p>What impression does the author give about Mazzini's aims?</p> <p>You must use Extract B to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in</b> relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include: The author gives the impression that Mazzini failed in his aims.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says 'he never got the chance to put his democratic reforms in place'</li> <li>• The language the author uses, including '<b>his dream</b>', '<b>A dejected</b>'</li> <li>• The author has selected evidence that is focused on the <b>Mazzini's failures and</b> ignored some of his successes, e.g. he was instrumental in the formulation of the Constitution of the Roman Republic, which was passed by the Assembly.</li> </ul>	

Question	Mark scheme
2 (b)	<p>Explain two effects of the Orsini Affair on the process of 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><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 Orsini Affair gave Napoleon the opportunity to increase French influence in the peninsula and challenge the power that Austria had</li> <li>• Napoleon used the attempted assassination to persuade Cavour to introduce repressive measures against violent nationalists in Piedmont who might want to kill him, in return for support in a war against Austria</li> <li>• The Orsini Affair led to a meeting at Plombières between Napoleon and Cavour where a plan was made to provoke Austria into declaring war on Piedmont, so that France could come to Piedmont's aid and replace Austria as the dominant power in Italy.</li> </ul>	

Question	Mark scheme
2 (c) (i)	<p>'The main achievement of Cavour in Piedmont, in the years 1852-54, was to reduce the influence of the Church.'</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>• reducing the influence of the Church</li> <li>• the economy.</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:

- Cavour pursued an anti-clerical policy in order to undermine **the Catholic Church's** dominant position and this limited the power of the papacy as a natural supporter of Austria
- Cavour reduced the influence of the Church by abolishing monastic orders
- Cavour reduced the economic power of the Church by the confiscation of land and the ending of their 5 million lire income from the state, which allowed resources to be used elsewhere in Piedmont
- Cavour promoted religious toleration, which was allowed in Piedmont, as a means of undermining and reducing the influence and power of the Catholic Church and its ally Austria.

Relevant points which counter the statement may include:

- Cavour used public money to aid transport development, which led to economic expansion, e.g. railway linkage of Milan, Turin, Genoa and the French border
- Cavour encouraged foreign investment and capital into Piedmont, the majority of it being French, which significantly aided economic expansion, e.g. Parisian bankers, Laffitte and Rothschild, financed the Mont Cenis tunnel
- Cavour encouraged the expansion of communications within Piedmont, e.g. the electric telegraph between Turin and Paris, and canal building was started
- Cavour used the *connubio* to strengthen Parliament in relation to the Crown, as it created a tactical alliance at the centre of Piedmontese politics.

Question	Mark scheme
2 (c) (ii)	<p>'The problem of Rome was the main reason why there were obstacles to Italian unity after 1861.'</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 problem of Rome</li> <li>• problems in the South.</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</b> 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.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• The stubborn loyalty of many Roman citizens to papal rule, suggested that many Italian Catholics did not favour a united Italy</li> <li>• The issue of Rome remained a bone of contention between the new Italian state and the French government as Napoleon believed that the Italians had given up their claim on Rome and this hindered unification</li> <li>• <b>Garibaldi's invasion of Rome, October 1867, failed as French troops defeated his army.</b> This humiliation led to fall of the Italian government, leading many Catholics to declare that Rome did not wish to be part of a united Italy.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The South had significant poverty and was economically backward compared to some areas of Italy, e.g. Piedmont, which made unification and integration difficult</li> <li>• In the regions of the South, there was a strong tradition of self-government, particularly amongst the peasants, and they resented unification and centralisation</li> <li>• The division between the landowner and the middle class on the one hand, and the peasant and the landless on the other, did not improve after 1861. The sale of large amounts of land did reform the land issue, making unification problematic</li> <li>• <b>Italy's lack of economic integration</b> made unification difficult, e.g. rail links were slow to develop</li> <li>• The issue of whether Italy should be a federal or unitary state proved to be difficult to resolve, as vested interests, e.g. Piedmont, Lombardy and the Catholic Church, preferred one over the other.</li> </ul>	

Question	Mark scheme
3 (a)	<p>What impression does the author give about reactions to the Treaty of Versailles?</p> <p>You must use Extract C to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in</b> relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>The author gives the impression that German people were upset by the Treaty of Versailles.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says, 'seen by many Germans as anti-<b>patriotic</b>'.</li> <li>• The language the author uses, including 'stab in the back', '<b>shameful</b>'.</li> <li>• The author has selected evidence that is focused on the evidence that puts emphasis on the negative reactions to the Treaty and not considered any positive reactions, e.g. it ended the war without Germany having to be occupied.</li> </ul>	



Question	Mark scheme
3 (b)	<p>Explain two effects of the Munich Putsch on the Nazi Party in the years 1923-28.</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>• Hitler used the outcome of the Munich Putsch to get national publicity and sympathy for his ideas, which benefitted the Nazi Party</li> <li>• The Munich Putsch led to Hitler's <b>imprisonment where he</b> considered how best to achieve power. He wrote these ideas in <i>Mein Kampf</i> and they became central to the Nazi Party and aided the survival of the Party</li> <li>• The Munich Putsch led to a ban on the Nazi Party, which was weakly enforced and lifted in 1925. This enabled the Nazi Party to survive and grow and win seats in the 1928 Reichstag elections.</li> </ul>	

Question	Mark scheme
3 (c) (i)	<p>'The main reason for the recovery of Germany, in the years 1924-29, was successes abroad.'</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>• successes abroad</li> <li>• the Dawes Plan.</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:

- **Germany's membership of the League of Nations restored Germany's international standing** after the humiliation of the Treaty of Versailles and allowed Germany to participate in the maintenance of European peace
- The successful negotiation of the Locarno Treaties guaranteed borders between France and Germany and peace between Germany, France and Britain, which restored trust in Germany
- **Germany's signing of the Kellogg-Briand Pact stabilised international relations, and the Pact guaranteed non-aggression between signatories.**

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 USA loans into Germany's economy and this helped industry expand, which contributed to Germany's recovery**
- The successful overcoming of hyperinflation, with the introduction of a new currency, helped to stabilise the German economy and aided recovery
- The Weimar republic actively encouraged economic growth and prosperity, e.g. growth of new industries and development of welfare benefits
- **Stresemann's dominance over the Reichstag** did much to ensure that the Weimar Republic remained politically stable and assisted recovery.

Question	Mark scheme
3 (c) (ii)	<p>'The most significant method of control used by the Nazis in Germany, in the years 1933-39, was censorship.'</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>• censorship</li> <li>• police state.</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 Nazis censored and controlled newspapers by making sure they did not publish views that were opposed to Nazi ideology, e.g. therefore, there was no free press in Germany
- The Nazis limited access to ideas not in tune with their ideology and controlled the supply of books, e.g. millions of books were taken from libraries and burnt at public bonfires
- The Nazis censored music, e.g. jazz was banned as it was regarded as inferior, **Mendelssohn's work was also banned because he was partly Jewish, however, Wagner's music was promoted because it portrayed Germany as heroic**
- The Nazis controlled and limited academic research, e.g. 3,000 professors were sacked, and any research was directed at Nazi projects, e.g. eugenics, weapons.

Relevant points which counter the statement may include:

- The police state operated through the Gestapo, e.g. a secret police force that arrested those who acted or spoke against the Nazis and imprisoned without trial
- The SS controlled state security services and carried out the Nazi policy of racial purification, e.g. they ran the concentration camps, which imprisoned political opponents, Jews and homosexuals
- The Nazis used propaganda to spread their ideas and strengthen their control of German people, e.g. posters advertised Nazi views, rallies and parades created a sense of German unity
- The Nazis made sure that organisations that could influence the German people were controlled, e.g. the Church, DAF, education and youth.

Question	Mark scheme
4 (a)	<p>What impression does the author give about the Round Table Conferences?</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><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>The author gives the impression that the Round Table Conferences were a success.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says <b>'and made significant progress'</b></li> <li>• The language used by the author, including <b>'very keen', 'willing to give up'</b></li> <li>• The author has selected evidence to show the success of the Round Table Conferences and ignored evidence that shows the RTCs had limited success, e.g. no Congress attendance at the First RTC, little agreement at the Third RTC.</li> </ul>	

Question	Mark scheme
4 (b)	<p>Explain two effects of the impact of the First World War on India in 1919.</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</b> 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.</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>• India had contributed £140 millions to the war, of which over a half came from loans, which led to increased taxation for all Indians</li> <li>• <b>The impact of war led many Indians to believe that 'Home Rule' would come</b>, yet the Government of India Act 1919 did not deliver, which led to unrest and violence</li> <li>• The impact war of led to a rise in nationalism within India and the British Raj responded in 1919 with repression to counter it, e.g. the Rowlatt Acts were enacted and enforced.</li> </ul>	

Question	Mark scheme
4 (c) (i)	<p>'The main driving force behind Indian nationalism, in the years 1920-27, was Gandhi.'</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>• Gandhi</li> <li>• Jinnah.</li> </ul> <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• <b>Gandhi's leadership of the Congress Party led to the Party becoming more popular with Hindus, Muslims and the untouchables as it promoted nationalism and independence</b></li> <li>• <b>Gandhi's campaigns, based on peaceful protest and civil disobedience, fostered a sense of Indian identity and nationalism</b></li> <li>• Gandhi encouraged other members of Congress, e.g. Nehru, to involve themselves in peasant communities and promote a sense of Indian nationalism</li> <li>• Gandhi used his imprisonment to promote dissatisfaction with British rule and this aided growing Indian nationalism.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• <b>Under Jinnah's influence</b>, the Muslim League met in 1924 to plan for a future India that was to be federally structured and this was significant in raising the desire for Muslims to have more say in the government of India</li> <li>• Jinnah made the bold offer to Congress to end its support for separate elections in order to aid Indian nationalism</li> <li>• The Khilafat Movement, which repudiated British rule in India, gained the support of Muslim communities within India and aided the rise of Indian nationalism</li> <li>• General dissatisfaction with the outcomes of the 1919 Government of India Act led to a growth in Indian nationalism.</li> </ul>	

Question	Mark scheme
4 (c) (ii)	<p><b>'The 'Quit India' campaign was the main reason why India gained independence from British rule in 1947.'</b></p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• <b>'Quit India' campaign</b></li> <li>• Direct Action.</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 'Quit India' campaign was launched as a mass protest demanding what Gandhi called "An Orderly British Withdrawal" from India and this mobilised Indian support**
- **The 'Quit India' campaign led the president of the USA, Roosevelt,** to put pressure on the British to grant independence when the war ended
- **The 'Quit India' campaign led the British government to realise that India was ungovernable in the long run due to the cost, and that it needed to exit gracefully and peacefully.**

Relevant points which counter the statement may include:

- Direct Action led to uncontrollable violence and hastened the need for independence as a solution
- **The Second World War loosened Britain's hold on India because of the costs for the British to fight the war and maintain India as a colony and this led to independence**
- The links between Congress and the Labour Party were longstanding and when Labour formed a government in July 1945, the likelihood that Indian independence would happen became a significant reality
- The impact of Mountbatten was a decisive factor in the gaining of independence as his brief was to transfer power on the basis of the Cabinet Mission Scheme
- Independence came as a consequence of long-term Indian protest and independence campaigns.

Question	
5 (a)	<p><b>What impression does the author give about Stalin's agricultural policies?</b></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><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include:</p> <p><b>The author gives the impression that Stalin's agricultural policies had a devastating impact.</b></p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that the policies had a range of negative consequences, such as loss of crops and livestock</li> <li>• <b>The language used by the author, including 'chaos', 'appalling suffering' and 'massive resistance'</b></li> <li>• The author has selected evidence to show that the damage done by agricultural policies and has not included evidence to show any of the achievements of the policies.</li> </ul>	



Question	
5 (b)	<p>Explain two <b>effects of Stalin's policies on living</b> conditions in towns in the Soviet Union.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to</b> the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Targets under the Five-year Plans prioritised primary and heavy industry, which meant fewer consumer goods were produced, resulting in a declining standard of living, with shortages of even basic goods such as soap</li> <li>• The Five-year Plans resulted in a decline in the purchasing power of workers, which reduced living standards, with even official estimates suggesting that in 1937 real wages were only 66 per cent of their 1928 levels</li> <li>• Living conditions and housing conditions in towns worsened as a result of the failure to provide sufficient facilities for the estimated 17 million who moved into urban areas as a result of industrialisation.</li> </ul>	

Question	
5 (c) (i)	<p><b>'The main consequences of the purges were those experienced by the Red Army.'</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 Red Army</li> <li>• control of the people.</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 purges of the late 1930s saw 35,000 of the officer corps of the Red Army imprisoned or shot, significantly weakening its military capabilities in the years immediately before the Second World War</li> <li>• 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>• The purges removed those military leaders able to stand up to Stalin and so led to major mistakes going unchallenged, e.g. his decision not to believe intelligence gained <b>about Germany's plans to invade in 1941.</b></li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The purges created such fear among the people that they willingly tolerated increased demands at work and stagnating living standards</li> <li>• <b>The purges greatly strengthened Stalin's control over the internal security forces</b> - the heads of the NKVD, Yagoda and Yezhov were eliminated</li> <li>• As a result of the purge of the officer class of <b>the armed forces, Stalin's position was strengthened</b>, as it ensured that Stalin would not be challenged by those who had the greatest ability to remove him</li> <li>• <b>The purge of Stalin's closest rivals within the Party (especially Bukharin) removed potential challengers to his leadership and deterred others from emerging</b></li> <li>• The purges had wider economic and social effects, removing managers and workers accused of industrial sabotage, and leading to the arrest of one in 18 of the population, whilst also providing a ready supply of free labour in the Gulags.</li> </ul>	

Question	
5 (c) (ii)	<p><b>'Stalin's leadership was the main reason for the Soviet Union's success against Germany in the Second World War.'</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>• <b>Stalin's leadership</b></li> <li>• Soviet war production.</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</b> 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.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• <b>Stalin's exhorting the people to fight for 'Mother Russia' in a 'Great Patriotic War'</b>, rather than in defence of the Soviet system, helped strengthen their resistance, especially after the political and economic upheavals of the 1930s</li> <li>• His decision to defend, rather than abandon, major cities like Leningrad and Moscow in October 1941 encouraged the Soviet people to fight for every inch of territory, as was seen later in the defence of Stalingrad</li> <li>• <b>Stalin's leadership was demonstrated in the relocation of Soviet war production</b> east of the Urals, the savage discipline introduced in the Red Army and the handling of his generals in the successful attacks of 1942-45.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The Soviet relocation of war production to factories east of the Urals, in towns such as <b>Chelyabinsk ('Tankograd'), was crucial to their ability to produce the necessary war materiel</b> away from German advances</li> <li>• Soviet tanks, such as the T-34, proved superior to German tanks of a similar class and, on the whole, the Soviets were able to produce tanks that were both more numerous and durable in the actions after the breakout from Stalingrad</li> <li>• Crucial deficiencies in Soviet production were only remedied through Allied support, e.g. communication depended on the substantial numbers of field telephones and amounts of cable the Allies supplied</li> <li>• The NKVD and state propaganda contributed to the success of resisting the German invasion, through compelling the Soviet population to continue to fight against an existential enemy</li> <li>• The inadequacy of German resources and planning were ultimately exposed, e.g. the tank force was insufficient in number, equipment was ill-suited to the Russian winter and the army lacked the necessary mobility for taking southern Russia.</li> </ul>	

Question	
6 (a)	<p>What impression does the author give about détente by 1972?</p> <p>You must use Extract F to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content Relevant points may include: The author gives the impression that détente was extensive by 1972.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• <b>The extract says that 'détente grew...seven agreements'</b></li> <li>• <b>The language used by the author, including 'success', 'historic trip' and 'considerable'</b></li> <li>• The author has selected evidence to show the positive aspects, such as the prevention of military clashes, and has not included evidence to show the limited scope of the agreements made.</li> </ul>	

Question	
6 (b)	<p>Explain two <b>effects of Khrushchev's policy of peaceful co-existence</b> on the development of the Cold War in the 1950s.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to</b> the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Peaceful co-existence lessened the threat of war, e.g. there was a reduction in the number of Soviet military bases, and an improved outlook amongst the populations of both the USA and Soviet Union towards the other</li> <li>• Peaceful co-existence improved dialogue between the two superpowers, e.g. <b>Khrushchev's willingness to attend meetings outside of the Soviet Union, such as Geneva and Camp David</b></li> <li>• <b>Khrushchev's interpretation of peaceful coexistence did</b> lead to increased competition and even to tension, with increased investment in the nuclear arms race, space race and a <b>'propaganda war' between the two superpowers.</b></li> </ul>	

Question	
6 (c) (i)	<p><b>'Ideological differences were the main reason for disagreements between the Soviet Union and the Western powers in the years 1943-49.'</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>• ideological differences</li> <li>• <b>Stalin's actions.</b></li> </ul> <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• Ideological differences led to tension, as Stalin believed delays in the opening of a second front were motivated by anti-<b>communism</b>, whilst the western powers saw Stalin's approach to Poland as driven by a desire to expand communist influence</li> <li>• <b>Ideological differences were evident in the 'war of words', e.g. the mutual suspicion seen in the Kennan and Novikov Telegrams and the 'Iron Curtain' speech regarding the other side's desire to extend their ideological influence</b></li> <li>• Ideological differences led to increased American intervention in Europe from 1947, e.g. the Truman Doctrine and Marshall Plan were both aimed at containing the spread of communism</li> <li>• Ideological differences contributed to the Berlin Crisis of 1948-49, e.g. Stalin feared attempts to establish a democratic constitution in the Western zones would undermine communist control of the Soviet zone.</li> </ul> <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> <li>• The personal relationship between Truman and Stalin contributed to disagreements, with <b>Truman's attempts to assert his</b> authority in the Potsdam Conference. Rivalry thus increased from the Potsdam Conference onwards</li> <li>• <b>Stalin's actions in Eastern Europe were motivated by the need to establish a 'buffer zone'</b> of friendly nations in Eastern Europe, but came to be seen by Truman as aggression by Stalin</li> <li>• The Marshall Plan increased divisions between East and West, as American funds contributed to the growing disparity between West and East, whilst also highlighting the economic weaknesses of the Soviet Union</li> <li>• <b>Stalin's actions over</b> Berlin increased disagreement between the powers, with the blockade and airlift serving as an open rift between the former allies.</li> </ul>	

Question	
6 (c) (ii)	<p><b>'The crisis over Cuba was the most significant crisis between the USA and the Soviet Union in the years 1960–68.'</b></p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="557 394 1406 562" 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>• Cuba</li> <li>• Berlin.</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 crisis over Cuba saw increasing concern within the USA at the notion of a near neighbour developing such close relations with the Soviet Union</li> <li>• US involvement in the failed Bay of Pigs invasion <b>strengthened Castro's position in</b> Cuba, drew Cuba and the Soviet Union closer together, and resulted in increased arms shipments to Cuba through the spring and summer of 1962</li> <li>• The discovery of the development of nuclear ballistic missile sites in Cuba saw a crisis which many on both sides felt was the closest the US and Soviet Union came to direct confrontation</li> <li>• The resolution of the crisis was significant both in appearing as a victory for Kennedy, with Khrushchev having backed down, as well as in leading to both the US and Soviet Union taking steps to mitigate against future crises, e.g. establishing the hotline.</li> </ul> <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> <li>• The construction of the Berlin Wall led to a serious stand-off between the two superpowers, e.g. the USA disputed the right of Soviet troops to guard the checkpoints and check the passports of American officials who passed through</li> <li>• <b>Kennedy's visit to West Berlin following the building of the Wall increased rivalry when</b> he made speeches promising American support for West Berlin</li> <li>• The U2 Crisis of 1960 increased tension between the two superpowers. There were bitter exchanges between Khrushchev and Eisenhower at the Paris Summit.</li> <li>• The Soviet invasion of Czechoslovakia in 1968 worsened relations between the superpowers, with the USA protesting about Soviet actions.</li> </ul>	

Question	
7 (a)	<p>What impression does the author give about the impact of the Alger Hiss case? 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> <p>The author gives the impression that the Alger Hiss case caused significant trouble for the government</p> <ul style="list-style-type: none"> <li>• The extract says that the Hiss case led to increasing blame being placed upon suspected communists <b>within Truman's government</b></li> <li>• <b>The language used by the author, including 'encouraged, 'severe embarrassment' and 'damaging'</b></li> <li>• The author has selected evidence to show the gravity of the Hiss case and his links to prominent Democrats, and has not included the <b>doubts over Hiss's guilt.</b></li> </ul>	



Question	
7 (b)	<p>Explain two effects of Supreme Court decisions 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><b>Answers must be credited according to candidates' deployment of material in relation to</b> the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Brown v. Board of Education (1954) case found that segregation within education was unconstitutional, and led to federal intervention in order to support integration in schools</li> <li>• Brown v. Board of Education (1954) gave judicial backing to a wider challenge to <b>discrimination, challenging the validity of 'separate but equal'</b></li> <li>• Cases such as Henderson v United States (1950) and Browder v Gayle (1956) led to the desegregation of public transport, and provided further backing to the civil rights campaign.</li> </ul>	

Question	
7 (c) (i)	<p>'The main reason why progress was made in the civil rights of black Americans in the 1960s was the influence 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>• President Johnson.</li> </ul> <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• <b>King's abilities as an organiser had an impact on the success of campaigns, through his leadership of groups such as SCLC and demonstrations such as Birmingham and Selma</b></li> <li>• <b>Martin Luther King's abilities as a powerful and charismatic public speaker drew national attention throughout the period, e.g. at Washington, 1963</b></li> <li>• <b>King's non-violent approach helped win over both key political figures such as Kennedy, as well as white voters, contributing to the legislation of 1964 and the 1965 Voting Rights Act</b></li> <li>• Under King, the SCLC contributed significantly, by helping over 400,000 black Americans register to vote in the southern states in the 20 months after the Civil Rights Act was signed in July 1964.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Some of King's <b>efforts had limited success, e.g. the failure of the Albany Movement (1962), or the Chicago Freedom Movement (1966)</b></li> <li>• President <b>Johnson's</b> support and action proved significant, e.g. the Civil Rights Act (1964) and the Voting Rights Act (1965)</li> <li>• Numerous campaigners played a significant role as organisers and protestors, such as those seen at the Greensboro sit-in (1960), the March on Washington (1963) and the Mississippi Freedom Summer (1964)</li> <li>• Other civil rights leaders such as James Farmer (C.O.R.E), Stokely Carmichael (leader of SNCC) and Malcolm X (Nation of Islam) made significant contributions to progress.</li> </ul>	

Question	
7 (c) (ii)	<p><b>'The most significant development in the women's movement was the work of the National Organisation for Women (NOW).'</b> 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>• NOW</li> <li>• the <b>women's liberation movement</b>.</li> </ul> <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using <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> 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>• Limited progress, e.g. lack of enforcement of the gender provisions of the CRA (1964) <b>prompted prominent feminists to form NOW, furthering the women's movement through</b> lobbying for equal rights, and through legislation and legal test cases</li> <li>• The efforts of NOW to support the Equal Rights Amendment contributed to it being passed by Congress in 1972</li> <li>• NOW successfully fought anti-discrimination cases in the courts, e.g. <i>Weeks v. Southern Bell</i> (1969), and campaigns against and boycotts of companies which followed discriminatory practices</li> <li>• From 1967, NOW led a significant campaign on issues such as publicly-funded child-care and the repeal of abortion laws, contributing to the <i>Roe v Wade</i> decision (1973)</li> <li>• <b>NOW organised major campaigns and mass demonstrations, e.g. the 1970 'Women's Strike for Equality' saw actions in 90 cities, with a 50,000-strong march in New York.</b></li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• <b>The women's liberation movement contributed to the extension of laws banning</b> discrimination to educational establishments, with Title IX of the Educational Amendments Act being passed in 1972</li> <li>• The establishment of the Presidential Commission on the Status of Women under Kennedy, and its report <i>American Women</i> (1963), was influential in arguing all obstacles to full participation in the workforce should be removed</li> <li>• <b>Betty Friedan's 1963 <i>The Feminine Mystique</i></b> gave voice to dissatisfaction, finding a large audience, particularly amongst middle-class women, and contributed to subsequent campaigns.</li> </ul>	

Question	
8 (a)	<p><b>What impression does the author give about the National Party's campaign in the 1948 election?</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>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: The author gives the impression that <b>the National Party's campaign increased racial division.</b></p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that they encouraged fear</li> <li>• <b>The language used by the author, including 'flooding', 'black danger' and 'racial issue was growing more intense'</b></li> <li>• The author has selected evidence to show that the National Party played upon existing racial issues, and has not included examples of other policies they proposed.</li> </ul>	

Question	
8 (b)	<p>Explain two effects of Nelson Mandela on South Africa in the years 1990-94.</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 the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Nelson Mandela had been promoted as the crucial figure by anti-apartheid movements globally and thus gave weight to the reform of apartheid, being recognised as the icon of the new South Africa, both domestically and internationally</li> <li>• Mandela met regularly with government members in the years immediately prior to his release, and his role in the negotiations to lift the ban on outlawed parties such as the ANC was influential</li> <li>• Mandela was influential in steering the reform of apartheid through difficult patches, such as the violence in Bisho and Natal, holding a fragile array of interests together, and working with de Klerk towards the ratification of the interim constitution.</li> </ul>	

Question	
8 (c) (i)	<p>(i) 'The most significant aspect of the development of the apartheid system in the years 1950-59 was the Population Registration Act (1950).'</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 Population Registration Act (1950)</li> <li>• the Bantu Self-Government Act (1959).</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 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
- 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
- The Population Registration Act led to the state compiling a raft of data on millions of South Africans, recording details such as photographs and fingerprints, and was fundamental to the operation of laws such as the Prohibition of Mixed Marriages Act.

Relevant points which counter the statement may include:

- The Group Areas Act (1950) reduced the rights of black South Africans by taking away the right to own property, which black people had been given in certain urban areas. Under **the excuse of 'slum clearance', these people were relocated many miles away**
- The Group Areas Act affected about 600 000 people, especially those designated as **'Coloured' and 'Indian'. In Cape Town alone, over 30 000 'Coloured' people were relocated** over the next 25 years
- The Bantu Education Act (1953) brought black education under the control of the government, and forced different standards on black and white schools, e.g. black pupils were taught in ethnic languages, and prepared for life on homelands, not cities
- The Separate Amenities Act (1953) designated public spaces and services as being **reserved for 'Europeans' and 'Non-Europeans', with inferior provision for the latter**
- The Bantu Self-Government Act (1959) contributed to the partition of South Africa into distinct homelands (Bantustans) for the eight African peoples, and contributed to divisions amongst the black population.

Question	
8 (c) (ii)	<p><b>'The reforms of PW Botha were the main reason why unrest increased in South Africa in the years 1978-90.'</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>• <b>Botha's reforms</b></li> <li>• international opposition to apartheid.</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 concepts</b>.</p>
<p>Marking instructions</p> <p><b>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</b></p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• <b>Botha's reforms</b> gave hope to anti-apartheid groups that the government was weakening – they triggered a wave of protest in the mid-1980s, encouraged radicals within the ANC and Inkatha, and new movements to form, such as the UDF</li> <li>• <b>Botha's reforms created divisions</b> amongst white conservatives, and led to the development and increasing militancy and violence of white paramilitary groups, such as the AWB</li> <li>• <b>Botha's reforms provoked a negative reaction amongst some urban blacks, e.g. there was tension created as a result of the powers devolved to urban councils and the subsequent rent rises, or accusations of councillors being 'sell outs'</b></li> <li>• The reforms provoked rioting and township unrest, and ultimately led to the necessity of the State of Emergency being declared in 1985.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• <b>International pressure and economic action against apartheid began prior to PW Botha's reforms</b>, e.g. US firms such as General Motors had agreed to ensure equality amongst their workforce in South African factories</li> <li>• Increased international condemnation and trade sanctions coordinated by the UN helped trigger the financial crisis of 1985, which created unrest as it increased black unemployment and hit white incomes</li> <li>• Church leaders such as Bishop Desmond Tutu, Rev Allan Boesak and Frank Chikane were vocal opponents throughout the 1980s, encouraging opposition through leadership of groups such as the UDF, and activities such as mass rallies</li> <li>• The evident weakening of the regime, its repressive reaction and the development of rival factions opposed to apartheid, led to a vicious cycle of unrest, e.g. between the ANC and AZAPO in Soweto in 1985, and the UDF and Inkhata in Natal.</li> </ul>	