



Mark Scheme

Sample assessment materials for first teaching September 2017

International GCSE in History
(4HI1/01)

Paper 1: Depth Studies

Generic level descriptors for Paper 1

Question (a)

Target: A04 (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 go beyond aspects prompted by the stimulus points.</p>
3	9–12	<ul style="list-style-type: none"> • An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p>Maximum 10 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p>
4	13–16	<ul style="list-style-type: none"> • An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</p>

Depth Studies

Question	Mark scheme
<p>1(a)</p>	<p>What impression does the author give about the capture of the Bastille (July 1789)?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: A04 (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 the following.</p> <ul style="list-style-type: none"> • The author gives the impression that the capture of the Bastille was not significant in itself. <p>This is shown by the following.</p> <ul style="list-style-type: none"> • The extract says that the attackers were 'astonished to find so few prisoners' • The language the author uses, including 'contained only seven prisoners', 'four forgers', 'despite this' • The author has selected evidence to underplay the immediate significance of the storming of the Bastille by highlighting that the attackers found 'only seven prisoners'. 	

Question	Mark scheme
1(b)	<p>Explain two effects of the Directory on France.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</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 of 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include the following.</p> <ul style="list-style-type: none"> • It managed to stabilise France, seeing off opposition such as Babeuf in 1796 and dealing with the emigres by giving them two weeks to leave France or they would be executed. • It led to a more stable financial system under Ramel, the Minister of Finance, who was able to increase revenue as well as cut expenditure. He balanced the budget for the first time since the Revolution. • Another effect was a more efficient tax system. Ramel changed the method of collecting direct taxes. Commissioners appointed by the directors assessed and levied taxes. 	

Question	Mark scheme
<p>1(c)(i)</p>	<p>'The main long-term cause of the French Revolution was the Enlightenment.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Enlightenment • taxation. <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 that support the statement may include the following.</p> <ul style="list-style-type: none"> • The philosophers of the Enlightenment wrote at length about the problems of the day and attacked the institutions of the <i>Ancien Régime</i>, especially the church and traditions of the time. They increased opposition to the Catholic Church because it was seen to be wealthy, corrupt and intolerant. • They provided many of the ideas which dominated the later French Revolution, especially liberty. They were very much in favour of liberty – of the press, of speech, of trade and of freedom from arbitrary arrest. • They encouraged more and more people to question the despotic government of the king, especially through Montesquieu's <i>Spirit of the Law</i>, in which he said monarchy was the government of one man according to the law. • Some members of the nobility supported the ideas of the Enlightenment, especially those of Voltaire and Rousseau. <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> • The tax system created discontent because traditionally the Third Estate paid most of the taxes, even though they had the least money. Sometimes they paid three-quarters of their income in tax. • Members of the Second Estate were exempt from paying several taxes as it was one of their traditional privileges. The king often tried to change the tax system and make the Second Estate pay but the French parliament was controlled by the Second Estate, which blocked such changes. • The American Revolution of 1776 also increased the demand for change. The American revolutionaries organised a constitution that their government had to follow. France supported America in the war and these ideas spread through France. • The monarchy itself had grown more unpopular in the mid-eighteenth century. The French people resented the government's method of using sealed letters with the king's signature to banish people from the country or imprison them. 	

Question	Mark scheme
<p>1(c)(ii)</p>	<p>'The worst effect of revolutionary terror in the years 1792–96 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"> • the execution of Louis XVI (1793) • the White Terror (1794–96). <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 that support the statement may include the following.</p> <ul style="list-style-type: none"> • The Jacobins insisted on the trial of the king in order to more fully establish the Republic. They were increasingly dependent on the <i>sans-culottes</i> who wanted the king tried and executed. • Louis was put on trial in December 1792, accused of plotting against the French nation and helping the Austrian invasion. He was found guilty and sentenced to death. Out of 693 members, 374 voted for his execution. • The execution took place in January 1793 at the Place de la Revolution. Louis was not allowed to speak and a huge crowd witnessed the event. He was executed because he was a menace to the Republic. <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> • The White Terror was an attack on ex-terrorists and all who had done well out of the Revolution by those who had formerly been persecuted, some of whom were royalists. • They carried out guerrilla warfare in the Vendée and other areas with gangs of youths, killing as many as 2000 in the south-east in 1795. • In August 1792, angry crowds attacked the Tuileries Palace in Paris, searching for Louis and calling him a traitor. Over 600 guards were killed and there were massacres all over France due to the loss of law and order. • There were several massacres during the Terror. In September 1792, there were rumours of an Austrian attack on Paris. In this atmosphere of fear and panic, around 1000 prisoners suspected of supporting the Austrians were killed. • During the autumn and winter of 1793 there were mass executions, including 3000 in Paris and approximately 14 000 in the rest of the country. 	

Question	Mark scheme
2(a)	<p>What impression does the author give about Cavour's reforms of the church in Piedmont?</p> <p>You must use Extract B to explain your answer.</p> <p>Target: A04 (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 people in Piedmont were misled about Cavour's intentions.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that Cavour claimed 'to believe in a free church but actually believed in a church under state control. • The language used by the author, including 'more extreme' and Pope Pius 'attacked the Law'. • The author has selected evidence to suggest that Cavour was not fully clear about his intentions with the church in Piedmont and went further with his reforms than had been expected. 	

Question	Mark scheme
2(b)	<p>Explain two effects of the involvement of Piedmont in the Crimean War on Italian unification.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</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 of 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include the following.</p> <ul style="list-style-type: none"> • The involvement of Piedmont in the Crimean War meant that Cavour was invited to the Treaty of Paris negotiations, which ended the Crimean War, and spoke about Italy's sad condition. The Congress condemned the repressive government of the Kingdom of the Two Sicilies. • He became more closely associated with the liberal powers of Western Europe, especially France and Britain. Britain's attitude was now more favourable to Italy. • The Piedmontese troops gained fighting experience, which was to prove invaluable in the war of 1859 against Austria. 	

Question	Mark scheme
<p>2(c)(i)</p>	<p>'The Pact of Plombières was the main reason for the defeat of Austria in 1859.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Pact of Plombières • Austrian weaknesses. <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 that support the statement may include the following.</p> <ul style="list-style-type: none"> • In July 1858, Napoleon III met Cavour at Plombières on the frontier and an agreement was reached. Piedmont and France would ally themselves in the war against Austria in northern Italy. • France supplied 200 000 men to drive the Austrians out of the peninsula, and Austria had to fight a war on two fronts. Cavour had secured an alliance with a major power. • Piedmont alone was not strong enough to defeat Austria. The Piedmontese mobilisation was half-hearted and Victor Emmanuel was not as keen on the war as Cavour. • The number of troops supplied by Piedmont fell 40 per cent short of the number agreed at Plombières. Victor Emmanuel boasted of 200 000 more volunteers from the rest of Italy helping with the war, but only about 20 000 turned up. <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> • The leadership of the Austrian armies was weak. The Austrian emperor left the command of the armies to the less capable Grunne and Gyulai, rather than the more competent Benedek and Hess. • The mobilisation of the Austrian armies was as slow as it had been during the Napoleonic Wars, allowing the French ten days to move their troops into Piedmont by rail. • The defeat of Austria was due mainly to the superiority of the French armed forces, which were effectively led by Napoleon III. • The two main battles of Solferino and Magenta were essentially French victories as not a single Piedmontese soldier lost his life at Magenta, and Piedmontese troops were mainly engaged at San Martino on the day of the Battle of Solferino. 	

Question	Mark scheme
<p>2(c)(ii)</p>	<p>'The leadership of Garibaldi was the main reason that the invasion of Naples and Sicily in 1860 was a success.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the leadership of Garibaldi • the uprising in Sicily. <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 that support the statement may include the following.</p> <ul style="list-style-type: none"> • Garibaldi was popular with many Italians because of his successes in the war of 1859. He formed a volunteer unit which won victories over the Austrians at Varese, Como, and other places. • Garibaldi's Thousand were enthusiastic, extremely popular with the local people and led by a general who had many years of experience of guerrilla warfare. • Garibaldi attracted support from men of property. They saw him and the annexation by Piedmont as the only hope of restoring order. Garibaldi encouraged these hopes when he suppressed peasant revolts in Sicily. • His tactics proved decisive at the Battle of Calatafimi. He used the tactic of an uphill bayonet charge. He saw that the hill the enemy had taken position on was terraced, and the terraces would give shelter to his advancing men. <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> • The rising in Palermo, Sicily in April 1860 was not due to Garibaldi. It was the work of a group of Mazzinian Republicans led by Francesco Crispi. • The support that the uprising in Sicily received was due to disappointment with the continued conservatism of the young King Francis II, who had recently succeeded to the throne of Naples. • Peasant revolt in Sicily assisted Garibaldi's success on the island. The spread of disorder from peasants and town workers in Naples provided even greater popular support for Garibaldi's invasion and occupation. • The presence of British ships discouraged Neapolitan forces from attacking Garibaldi when he landed in Sicily and later when he crossed the Straits of Messina. 	

Question	Mark scheme
3(a)	<p>What impression does the author give about Nazi policies regarding employment?</p> <p>You must use Extract C to explain your answer.</p> <p>Target: A04 (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 Nazi unemployment policies were less effective than the statistics suggested.</p> <p>This is shown by the following.</p> <ul style="list-style-type: none"> • The extract says that the official figures did not include unmarried men under 25. • The language used by the author, including the 'the Nazis used a number of dubious methods'. • The author has selected evidence of the methods used by the Nazis to bring down unemployment figures, such as women who had been removed from their jobs and has not included the more positive methods. 	

Question	Mark scheme
3(b)	<p>Explain two effects of hyperinflation on Germany.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</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 of 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include the following.</p> <ul style="list-style-type: none"> • The mark became worthless and those people with savings or those on a fixed income found themselves penniless and blamed the Weimar politicians. • Serious food shortages led to a rise in prices of necessities, more especially food as farmers were reluctant to sell their food for worthless money. • Some people benefited. Business people who had borrowed money from the banks were able to pay off these debts. 	

Question	Mark scheme
<p>3(c)(i)</p>	<p>'The Depression was the main reason that Hitler became Chancellor of Germany in January 1933.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Depression • the role of the Sturmabteilung (SA). <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 that support the statement may include the following.</p> <ul style="list-style-type: none"> • The Depression led to a rise in unemployment, which exceeded six million by January 1932. Many of the unemployed were prepared to support extreme parties such as the Nazis and Communists if they promised to reduce unemployment and provide jobs. • The Depression greatly increased the unpopularity of the Weimar Republic, which seemed unable to solve Germany's problems, especially unemployment. • The economic crisis finally brought an end to parliamentary democracy because the Social Democrats withdrew from the government as they opposed Brüning's policies for dealing with unemployment. • From 1930 onwards, Brüning had to fall back on Article 48, which gave the President special emergency powers. He became increasingly reliant on President Hindenburg, who was influenced by business and army leaders. <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> • Many Germans were impressed with the discipline of the SA, which seemed to suggest that Hitler and the Nazis could provide the strong government that Germany needed. • Nazi propaganda also increased the popularity of Hitler and the Nazi Party. Josef Goebbels ensured that the Nazi message was simple, frequently repeated and heard everywhere. • Hitler himself played a leading role through his popular appeal and speeches. In his speeches, he claimed that parliamentary democracy did not work and that the Nazis could provide strong government. In his speeches he could be all things to all people. • Hindenburg and von Papen were important in bringing Hitler to power. They both plotted to make Hitler chancellor, believing that they could use Hitler and the Nazis to save Germany and bring stability. Von Papen promised Hindenburg that he would be able to control Hitler. 	

Question	Mark scheme
<p>3(c)(ii)</p>	<p>'It was the Nuremberg Laws that had the worst impact on life for the Jews in Germany in the years 1933–39'.</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"> • shop boycotts • the Nuremberg Laws. <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 that support the statement may include the following.</p> <ul style="list-style-type: none"> • The Nuremberg Laws seriously undermined the position of the Jews in Germany and set a precedent for the later Nazi anti-Semitic policies. • The Reich Law on Citizenship stated that only those of German blood could be German citizens. • Jews now lost their citizenship as well as their political rights, including the right to vote and hold government office. • The Nuremberg Laws also attacked the social position and rights of Jews. The Law for the Protection of German Blood and Honour forbade marriage and sexual relations between Jews and German citizens. <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> • The shop boycotts of 1933, organised by the SA, threatened the economic livelihood of the Jews. The SA painted 'Jude' on the windows of shops and persuaded many Germans not to enter Jewish shops. • The Jews also increasingly suffered discrimination in public places. In 1934 local councils banned Jews from public spaces such as parks, playing fields and swimming pools. In 1935 restaurants were closed to all Jews. • From 1936 the professional activities of Jews were banned or restricted by the Nazis, including the activities of vets, doctors, dentists, accountants, surveyors and teachers. • During <i>Kristallnacht</i>, November 1938, there were anti-Jewish demonstrations organised by the SA and attacks on Jewish property, including shops, synagogues and homes. 	

Question	Mark scheme
4(a)	<p>What impression does the author give about the 'Quit India' campaign of 1942?</p> <p>You must use Extract D to explain your answer.</p> <p>Target: A04 (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 campaign achieved very little and damaged the Congress Party.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that 1000 deaths were caused by the campaign and Congress virtually ceased to exist. • The language used by the author, including 'mistake' and 'serious effect'. • The author has selected evidence to show the failure of the Quit India campaign, especially the arrest of leaders of Congress, including Gandhi, and has ignored the achievements of the campaign. 	

Question	Mark scheme
4(b)	<p>Explain two effects of the Government of India Act (1935) on India.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</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 of 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include the following.</p> <ul style="list-style-type: none"> • It set up a new system of government for India which would begin in 1937 and gave the Indians a much greater say in their government. • It gave much more power to the national and provincial assemblies that had been set up in 1919. In 1937, the British handed over control of these provincial governments to a parliament controlled by the people who lived there. • There were mixed reactions, with some Indians opposed to the Act because it left the British in control of the armed forces and India's relations with other countries. However, most Indian leaders supported the new system. 	

Question	Mark scheme
<p>4(c)(i)</p>	<p>'The main reason for growing opposition to British rule in India in the years 1919–29 was the activities of 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"> • the Amritsar Massacre • activities of Gandhi. <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 that support the statement may include the following.</p> <ul style="list-style-type: none"> • Gandhi believed in peaceful protest, based on his belief in <i>satyagraha</i> or soul force. This means that his methods were sit-down protests, strikes, marches and boycotts. Even if provoked, he insisted that his followers must not fight back. • The Congress Party had been supported only by educated Indians, but Gandhi made the movement for independence a popular one. He worked with all Indians, whatever their caste or religion – Hindus and Muslims as well as the untouchables, whom he called <i>Harijans</i>, meaning 'little brother'. • Gandhi was keen to weaken Britain's economic power in India and encouraged his supporters not to buy imported British-made clothes, but instead urged them to spin and weave their own clothes. <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> • The massacre led to the death of 379 Indians with a further 1200 wounded, who had been protesting peacefully against the arrest of two of their leaders by the British. • After the killings in Amritsar, many Indians saw their British rulers as tyrants and they never trusted them again. It was a great boost to the demand for independence. • The Indian National Congress had been set up in the 1880s to bring about independence. At first it wanted to share power with the British, but the Amritsar massacre changed that. They began working to overthrow the British. • Many Indians were disappointed with the 1919 Government of India Act. It did not give Indians all they wanted. They were allowed a national parliament and local parliaments. • However, their powers were very limited. The decisions of these parliaments could be blocked by the Viceroy and the British kept control of finance and the law. 	

Question	Mark scheme
<p>4(c)(ii)</p>	<p>'The main reason for the partition of India was the appointment of Mountbatten as Viceroy of India.'</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"> • communal violence • Mountbatten. <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 that support the statement may include the following.</p> <ul style="list-style-type: none"> • In the spring of 1947, Attlee announced that Britain would withdraw from India in June 1948 and appointed a new Viceroy to oversee this – Mountbatten. On arriving in India, Mountbatten tried to avoid partition, but could not find a solution which would satisfy both the Hindus and Muslims. • Mountbatten quickly became convinced that partition could not be avoided and that the date for independence should be moved forward to August of 1947. • Mountbatten managed to persuade Nehru, the leader of the Congress Party in the national parliament, that this was the only solution. <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> • In 1946 violence broke out between Hindus and Muslims. 5000 Muslims were killed in Calcutta, and Muslims slaughtered Hindus in Bengal. • This hatred increased the rivalry between the two religious groups as well as between Congress and the Muslim League and made it even more difficult to find a solution that would avoid partition. • The new Labour Government under Attlee had long been supporters of Indian independence and wanted to reduce the financial costs of the empire. They wanted a united independent India, but developments in India led to the decision to agree to partition. • There were profound differences between the views of Congress and the Muslim League led by Mohammed Jinnah. Congress wanted an independent but united India. The Muslim League was demanding a separate state: Pakistan. 	

Question	Mark scheme
5(a)	<p>What impression does the author give about the Stakhanovite movement?</p> <p>You must use Extract E to explain your answer.</p> <p>Target: A04 (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 Stakhanovite movement was not popular with other workers in industry.</p> <p>This is shown by the following.</p> <ul style="list-style-type: none"> • The extract says that workers expressed resentment against the Stakhanovites and even attacked them. • The language used by the author, including 'artificial nature', 'expressed resentment'. • The author has selected evidence of the negative features of the Stakhanovite movement insisting it was a propaganda ploy which was exposed after Stalin's death and highlighting the opposition from foremen and engineers. 	

Question	Mark scheme
5(b)	<p>Explain two effects of the Show Trials of 1936 on the Soviet Union.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</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 of 4 marks for an answer dealing with only once consequence.</p> <p>Indicative content</p> <p>Relevant points may include the following.</p> <ul style="list-style-type: none"> • Stalin was able to use the trials to finally remove the threat from the 'Old Bolsheviks' such as Kamenev and Zinoviev, who were forced to confess to crimes they had not committed. • The confessions given by the accused were used by Stalin to justify his purges of the Communist Party and to further discredit Trotsky. • The publicity given by the trials served as a further warning to any opponents in the Soviet Union and strengthened the position of Stalin. 	

Question	Mark scheme
<p>5(c)(i)</p>	<p>'The main reason that Stalin won the leadership struggle of 1924–29 was his position as General Secretary of the Communist Party.'</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"> • position as General Secretary • Trotsky. <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 that support the statement may include the following.</p> <ul style="list-style-type: none"> • Stalin used his position as General Secretary to appoint officials who supported him and he removed supporters of Trotsky. He used this position to build up a power base in the Communist Party and win the support of party officials. • As General Secretary, he was able to persuade other leading Bolsheviks to keep Lenin's Last Will and Testament secret. • As General Secretary, he was able to play off his rivals against each other, especially Kamenev, Zinoviev, Bukharin and Trotsky until he had eventually removed each of them. • He used his position to exploit the cult of Lenin, building up an image of someone who was close to Lenin and therefore his natural successor. <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> • Trotsky was seen by many party members as an outsider, partly because he was Jewish but also because from 1903 to 1917 he had been a Menshevik. • He underestimated Stalin and was out manoeuvred by him. As leader of the Red Army, he had the power to remove Stalin but instead resigned as Commander. • Lenin's funeral played a part because Stalin appeared as chief mourner while Trotsky was conspicuous by his absence. Trotsky was ill and Stalin tricked him into believing the funeral was the following day. • Ideological factors: Stalin's 'socialism in one country' won support within the Communist Party, Trotsky believed in world revolution and most Russians and members of the Communist Party preferred to concentrate on strengthening their own country. 	

Question	Mark scheme
<p>5(c)(ii)</p>	<p>'The main effect of collectivisation on the Soviet Union in the years 1928–41 was the removal of the kulaks.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the kulaks • Motor Tractor Stations. <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 that support the statement may include the following.</p> <ul style="list-style-type: none"> • Stalin removed the kulaks, many of whom opposed collectivisation and attacked party officials. They burned their crops and animals rather than hand them over to the communists. • Millions of kulaks were imprisoned, sent to Siberia, shot or even sent to work in the new factories. • The removal of the kulaks enabled Stalin to achieve full control of the countryside and forge ahead with further changes. The peasants never again openly rebelled against communist rule. • By identifying the kulaks as the enemies, Stalin was able to frighten middle and poorer peasants into joining the kolkhozes. <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> • By 1933, there were 2900 Motor Tractor Stations (MTS) that controlled more than 120 000 tractors. There was normally one MTS for every 40 collectives. • The MTS hired out tractors to the collectives which led to mechanisation gradually replacing the old primitive farming methods and improved productivity. • One major effect was famine. There was serious famine in the Ukraine from 1932–33, which caused the death of six to ten million. • Peasant opposition led to a serious decline in grain production from 73.3 million tonnes in 1928 to 67.8 million in 1934. This was worsened by the government policy of seizing the grain. 	

Question	Mark scheme
6(a)	<p>What impression does the author give about US support for the Hungarian uprising of 1956?</p> <p>You must use Extract F to explain your answer.</p> <p>Target: A04 (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 USA encouraged the Hungarian uprising to happen, but US support for the Hungarian uprising when it was occurring was very limited. This is shown by the following.</p> <ul style="list-style-type: none"> • The extract says that the idea that the USA did not even consider giving military support to the Hungarians. • The language used by the author, including 'the fight for freedom was a sham'. • The author has selected evidence of the lack of support by Eisenhower and the Americans for the Hungarian uprising, especially the reasons he would not help, but has ignored other circumstances at the time. 	

Question	Mark scheme
6(b)	<p>Explain two effects of the Berlin crisis of 1948–49 on superpower relations.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</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 of 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include the following.</p> <ul style="list-style-type: none"> • It greatly increased rivalry between the USA and the Soviet Union. Truman saw the crisis as a great victory. West Berlin had survived and stood up to the Soviet Union. • For Stalin it was a defeat and a humiliation, although this was not what the Soviet people were led to believe. Stalin was more determined than ever to remove allied influence in Berlin. • The crisis convinced Truman of the need to strengthen Western Europe against Soviet expansion and led to the setting up of NATO. 	

Question	Mark scheme
<p>6(c)(i)</p>	<p>'The main reason for worsening relations between the USA and the Soviet Union in the years 1945–47 was Soviet expansion in Eastern Europe.'</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"> • Soviet expansion • US policy of containment. <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 that support the statement may include the following.</p> <ul style="list-style-type: none"> • Britain and the USA were alarmed by Stalin's actions in Eastern Europe. Roosevelt and Churchill had agreed that Eastern Europe should be a 'Soviet sphere of influence' and that Stalin would heavily influence the region. However, they had not expected the setting up of an 'iron curtain' with countries in Eastern Europe now in the Soviet orbit. • They were convinced that democratically elected governments, which would have also remained friendly to the Soviet Union, could have been set up in each country. This is when the major differences began to develop. • Stalin believed that he could only ensure the support of the countries of Eastern Europe by setting up Soviet-controlled communist governments. Truman saw this as a blatant attempt by Stalin to spread communism throughout Europe. <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> • The policy of containment increased the tension between the USA and the Soviet Union. Truman had publicly stated that the world was divided between two ways of life: the free, non-communist; and the unfree, communist. • Within a year, the first serious crisis of the Cold War would begin over Berlin as the USA became committed to the policy of containment and far more involved in European affairs. • The Marshall Plan increased divisions between east and west. Stalin was initially involved but withdrew the Soviet Union from discussions because he did not trust the USA and did not want to show how weak the Soviet Union really was economically. • Stalin prevented eastern European countries, such as Czechoslovakia and Poland, from becoming involved and accused the USA of using the plan for its own selfish interests – to dominate Europe and boost the US economy. • Rivalry also increased due to the Potsdam Conference of 1945. Truman and Stalin disagreed about free elections. 	

Question	Mark scheme
<p>6(c)(ii)</p>	<p>'The building of the Berlin Wall was the most serious crisis between the USA and the Soviet Union in the years 1960–68.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the building of the Berlin Wall (1961) • the Cuban Missile Crisis (1962). <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 that support the statement may include the following.</p> <ul style="list-style-type: none"> • The construction of the Berlin Wall led to a serious stand-off between the two superpowers. The USA disputed the right of Soviet troops to patrol and guard the checkpoints to the Wall as well as to check the passports of American officials who passed through these checkpoints. • The Americans stationed their own troops and tanks on the western side of the checkpoints, which, in turn, provoked a Soviet response which placed its own tanks on the East German side. • Kennedy was infuriated with the Soviet Union for the construction of the Wall, more so because he seemed to have been out-manoeuvred by Khrushchev. Kennedy's visit to West Berlin following the building of the Wall increased rivalry when he made speeches promising American support for West Berlin. <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> • The Cuban Missile crisis did, at first, intensify rivalry between the USA and the Soviet Union. The two superpowers were on the brink of nuclear war. • Kennedy seemed to have won the war of words and the perception was that Khrushchev had backed down. Many people saw Kennedy as a great statesman who had stood up to the communists. • However, the crisis eventually brought better relations between the two superpowers with the opening of the 'hot line' between Washington and Moscow and the signing of the Partial Test Ban Treaty in 1963. • The U2 Crisis of 1960 also increased tension between the two superpowers. There were bitter exchanges between Khrushchev and Eisenhower at the Paris Summit. • The Soviet invasion of Czechoslovakia in 1968 temporarily worsened relations between the superpowers, with the USA protesting about Soviet actions. 	

Question	Mark scheme
7(a)	<p>What impression does the author give about the women's liberation movement?</p> <p>You must use Extract G to explain your answer.</p> <p>Target: A04 (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 women's liberation movement damaged the women's movement.</p> <p>This is shown by the following.</p> <ul style="list-style-type: none"> • The extract says that that their activities did more harm than good. • The language used by the author, including 'brought ridicule to the movement' and 'distraction from the key issues'. • The author has selected evidence of the more extreme activities of the women's liberation movement, such as burning their bras in public, and ignored their positive achievements. 	

Question	Mark scheme
7(b)	<p>Explain two effects of the Washington Peace March (1963) on the USA.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</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 of 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include the following.</p> <ul style="list-style-type: none"> • The march on Washington was hailed as a great success. It was televised across the USA and did much for the civil rights movement. It brought together different sections of US society and put further pressure on President Kennedy to move forward on civil rights. • After the march, King and the other leaders met President Kennedy to discuss civil rights legislation. Kennedy was keen to let them know of his own commitment to the Civil Rights Bill. • It increased the popularity of Martin Luther King and support for his peaceful methods of campaigning for civil rights, especially after his 'I have a dream' speech. 	

Question	Mark scheme
7(c)(i)	<p>'The main reason for progress in the civil rights movement in the 1950s was the role of Martin Luther King.'</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"> • Martin Luther King • events at Little Rock High School (1957). <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 that support the statement may include the following.

- King's leadership was very important in the Montgomery Bus Boycott which challenged segregation in public transport and led to a Supreme Court ruling banning such segregation. He had the ability to inspire those who worked with him.
- His idea of using non-violent tactics was similar to the ideas of Gandhi in India, and soon there were many civil rights activists keen to follow King's methods in the quest for equality.
- Following the boycott, King was instrumental in setting up the Southern Christian Leadership Conference and became its president in 1957. This organisation played an important role in campaigning for civil rights.

Relevant points to counter the statement may include the following.

- Little Rock High School involved the president demonstrating that civil rights was an issue that could no longer be ignored. It shown that states could be overruled by the federal government when necessary.
- The events at Little Rock got massive publicity as they were shown on television and in newspapers across the world. Many US citizens saw, for the first time, the racial hatred that existed in the southern states.
- The *Brown v. Topeka* case highlighted the importance of challenging discrimination and segregation through the Supreme Court.
- It was the first successful challenge to segregation in education, with the Supreme Court ruling against the idea of 'separate but equal'.
- The Montgomery Bus Boycott itself was important because it showed that unity and solidarity could win and offered hope to those who were fighting for civil rights.

Question	Mark scheme
7(c)(ii)	<p>'The main achievement of the student movement was the setting up of the Students for a Democratic Society (SDS).'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Students for a Democratic Society • the Vietnam War. <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 that support the statement may include the following.</p> <ul style="list-style-type: none"> • The SDS first achieved national prominence when, in 1964, it helped to organise the 'free speech movement' in the University of California at Berkeley. Up to half of Berkeley's 27 500 students took part in this campaign in 1964 and 1965. • The SDS did much to encourage student radicalism and demands for a greater say in the running of their universities. • The SDS did much to influence attitudes to the war in Vietnam by organising draft-card burnings and occupying buildings in universities and harassing campus recruiters for the CIA. • Although the SDS and student protests did not bring an end to the war in Vietnam, there is no doubt that they helped to force a shift in government policy and make the withdrawal from Vietnam much more likely. • Their opposition to US involvement in the war in Vietnam did much to influence Johnson's decision not to seek re-election for the presidency in 1968. <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> • In 1964, student societies organised rallies and marches to support the civil rights campaign. They provided greater publicity for the fight against racism still prevalent in US society. • The support of many white students for black civil rights strengthened the whole movement and showed that most American youths would not tolerate discrimination and segregation. • In 1964 students became involved with schemes to improve urban ghetto areas such as in Newark and Detroit to name a couple, under the Economic Research and Action Project (ERAP) and helped in the revitalisation of such areas. 	

Question	Mark scheme
8(a)	<p>What impression does the author give about the Treason Trial of 1956–61? You must use Extract H to explain your answer.</p> <p>Target: A04 (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 Treason Trial was almost a success for the Defiance Campaign.</p> <p>This is shown by the following.</p> <ul style="list-style-type: none"> • The extract says that it was 'badly organised' and the government were eventually not able to prove anything. • The language used by the author, including 'dragged on for years'. • The author has selected evidence to show the failure of the Treason Trial and the benefits that were gained from it by the Defiance Campaign. 	

Question	Mark scheme
8(b)	<p>Explain two effects of the Group Areas Act (1950) on South Africa.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (causation).</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 of 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include the following.</p> <ul style="list-style-type: none"> • It reduced further 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 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. • Sophiatown in Johannesburg, which was an area where black people owned their houses or rented it from black owners, was declared a 'white' area, and people were forcibly removed to the township of Soweto. 	

Question	Mark scheme
<p>8(c)(i)</p>	<p>'The main effect of the Sharpeville Massacre of 1960 was to encourage the 'Spear of the Nation' campaign.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the 'Spear of the Nation' campaign • international reaction. <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 that support the statement may include the following.</p> <ul style="list-style-type: none"> • Sharpeville was the end of the line for non-violence as far as Nelson Mandela and many other members of the ANC were concerned. Mandela went underground to plan the campaign of sabotage and avoided the authorities for seventeen months. • Mandela argued that the violence had been started by the government and set up the Spear of Nation campaign to carry out an armed struggle against apartheid. • Black activists were encouraged to attack where it would hurt without bloodshed, blowing up unstaffed targets such as electricity pylons. <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> • Sharpeville shocked international opinion. From all over the world came demands that apartheid should end. Investors took their money out of South Africa and the economy was badly affected. • The UN called for sanctions against South Africa and the British Commonwealth Conference criticised South Africa, which now left the Commonwealth. • Trouble continued in the Cape. On 30 March, Philip Kgosana, the local PAC leader, led 30 000 marchers right into the centre of Cape Town to the Houses of Parliament to protest against Sharpeville. Kgosana was arrested. • The government decided on total repression and declared a state of emergency. It called out its reserve army, arrested thousands of leading demonstrators and outlawed the ANC and PAC. • Africans burnt pass books in protest all over South Africa and held stay-at-home protests. Young Africans left South Africa to train abroad as guerrillas. 	

Question	Mark scheme
<p>8(c)(ii)</p>	<p>'The main reason for relaxation in apartheid in the years 1980–91 was the work of President P W Botha.'</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"> • President P W Botha • Sanctions. <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 that support the statement may include the following.</p> <ul style="list-style-type: none"> • Botha was convinced that the apartheid system was not working and was restricting the economic growth of South Africa. • Botha realised that the apartheid system was preventing the growth of a skilled labour force. His reforms were designed to support the demands of big business by removing some of apartheid's petty restrictions and unfairness. • He wanted to create a black middle class that would have a stake in and support the existing the apartheid system and reduce support for black protest. This was known as 'Winning Hearts and Minds'. • Sanctions had limited effects because they did not cover everything and because many companies found ways round the laws and went on trading. <p>Relevant points to counter the statement may include the following.</p> <ul style="list-style-type: none"> • Sanctions badly affected the South African economy. In 1986 both the USA and the EEC imposed new sanctions against South Africa. • Sanctions cost South Africa millions of pounds over the next few years and doubled unemployment in the townships. • De Klerk played an important role in relaxing apartheid realising that more had to be done to restore law and order and prevent the outbreak of civil war. • De Klerk began to demolish petty apartheid. Beaches were opened to people of all races and he announced that the Separate Amenities Act which had segregated public places would be removed. 	