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Mark Scheme (Results)

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Pearson Edexcel International GCSE  
In History (4HI1/01R)  
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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"><li>• Simple, valid comment is offered about an impression.</li></ul> <b>or</b> <ul style="list-style-type: none"><li>• Simple comprehension of the extract is shown by the selection or paraphrase of some content to imply an impression.</li></ul>
<b>2</b>	<b>3-4</b>	<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>
<b>3</b>	<b>5-6</b>	<ul style="list-style-type: none"><li>• Answer explains the impression given, analysing the author's 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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"><li>• Simple comment is offered about consequence(s). [AO2]</li><li>• Simple comprehension of the extract is shown by the selection or paraphrase of some content to imply an impression. [AO1]</li></ul>
<b>2</b>	<b>3–5</b>	<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><b>Maximum 4 marks for an answer dealing with only one consequence.</b></p>
<b>3</b>	<b>6–8</b>	<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><b>No access to Level 3 for an answer dealing with only one consequence.</b></p>

### Question (c)

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**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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<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>
<b>2</b>	<b>5-8</b>	<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><b>Maximum 6 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>3</b>	<b>9-12</b>	<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><b>Maximum 10 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</b></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><b>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</b></p>
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Question	Mark scheme
<p><b>1 (a)</b></p>	<p>What impression does the author give about the coup of 1799?</p> <p>You <b>must</b> use Extract A to explain your answer.</p> <p><b>Target: AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></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><b>Indicative content</b> Relevant points may include: The author gives the impression that the coup de Brumaire was disorganised.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says 'was certainly a muddled affair'</li> <li>• The language the author uses, including 'was lucky to succeed at all', 'hesitant and indecisive'</li> <li>• The author has selected evidence that underplays the significance of the underlying organisation of the coup by highlighting Napoleon's indecision was 'disguised by Napoleonic propaganda'.</li> </ul>	



Question	Mark scheme
<p><b>1 (b)</b></p>	<p>Explain <b>two</b> effects of the French war with Austria and Prussia on France.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The war increased distrust in the king as Louis had hoped that war would lead to a French defeat and an overthrow of the revolutionary government</li> <li>• The war increased economic problems and food shortages and made the revolution increasingly extreme and republican</li> <li>• The increasing threat to Paris from the Austrian and Prussian armies produced a revolutionary fervour which, led to an attack on the Tuileries and the suspension of the monarchy.</li> </ul>	

Question	Mark scheme
1 (c) (i)	<p>'The main long-term cause of the French Revolution was the role of Louis XVI.'</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 role of Louis XVI</li> <li>• poor harvests.</li> </ul> <p>You <b>must</b> also use information of your own</p> </div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> 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:

- Louis lacked charisma and a popular touch, bringing the monarchy into disrepute and the subject of widespread satire
- Louis and his ministers had increased taxes to raise money and the Third Estate was hit the hardest and this increased popular discontent
- Louis appointed Finance Minister Calonne who attempted to extend taxes to the nobility and clergy, who resented it, and this led to protests in the parlements
- Under Louis, by 1786, the French government was virtually bankrupt and the repeated failures to avoid this situation led to the calling of an Estates General for the first time since 1614.

Relevant points which counter the statement may include:

- The weather and poor harvest in 1788 produced an economic crisis in 1789 that intensified the discontent, e.g. riots broke out in Paris and the countryside
- The writers of the Enlightenment stressed the importance of reason over tradition and so challenged the old regime
- Attitudes towards the perceived excesses of the court, e.g. Marie Antoinette spending money on banquets, balls and entertainment
- The success of the American Revolution by 1783 encouraged challenges to authority in France.

Question	Mark scheme
1 (c) (ii)	<p>'In the year 1789, the Grande Peur was the most significant event of the revolution.'</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 Grande Peur (July/August 1789)</li> <li>• the setting up of the National Assembly (June 1789).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> 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:

- During the summer of 1789 peasant uprisings were increasing and becoming more widespread, with peasants attacking tithe barns and chateaux, suggesting that revolution was imminent
- The Grande Peur frightened the mainly bourgeois members of the assembly, who grew so concerned for their own property that it decided to implement liberal measures
- The Grande Peur led to the establishment of the principle of fair taxation and the guarantee that all Frenchmen had the same rights and duties.

Relevant points which counter the statement may include:

- On 17 June, the Third Estate declared that it was the National Assembly and that it represented the nation, and on 19 June the clergy joined them, thus posing a direct challenge to the king
- The National Assembly declared that it would assume control over its own affairs and decide taxation
- The impact of the Grande Peur was regional and limited in its overall effect
- The storming of the Bastille was significant as a symbol of royal authority had been challenged and, with the defection of some royal troops, the king's authority was seriously damaged
- The march of women to Versailles demanding bread had a significant impact and forced the king to approve the Declaration of the Rights of Man.

Question	Mark scheme
2 (a)	<p>What impression does the author give about the 1848 revolutions in the Italian states?</p> <p>You <b>must</b> use Extract B to explain your answer.</p> <p><b>Target: AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></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><b>Indicative content</b>  Relevant points may include:  The author gives the impression that the revolutions of 1848 in the Italian states were not successful.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that the revolutions of 1848 'were limited and actually achieved little'</li> <li>• The language the author uses, including 'little significant support', 'were quickly and easily thrown off the land'</li> <li>• The author has selected evidence to show that the lack of success of the revolutions was based on the role of the peasantry and failed to provide examples of where the revolutions were supported.</li> </ul>	

Question	Mark scheme
<p><b>2 (b)</b></p>	<p>(a) Explain <b>two</b> effects of the Franco-Prussian War on Italy in 1870.</p> <p>.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Rome was left defenceless as French troops were needed to defend French borders that were being threatened by Prussia</li> <li>• Lanza's pro-unification government seized the opportunity to take control of Rome and hold a plebiscite, which approved Rome's annexation to Italy</li> <li>• The effect of the war led to Rome being made the capital of the new Italian state.</li> </ul>	

Question	Mark scheme
<p><b>2 (c) (i)</b></p>	<p>'Political change was the most important feature of Piedmont's development in the years 1848-54.'</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>• political developments</li> <li>• economic expansion.</li> </ul> <p>You <b>must</b> also use information of your own</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></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><b>Indicative content</b></p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• The <i>Statuto</i> strengthened the role of the Piedmontese parliament in relation to the passing of legislation, the imposition of taxes and the freedom of the press, making Piedmont the centre of Italian nationalism and liberalism</li> <li>• Cavour used the <i>connubio</i> to strengthen Parliament at the expense of the monarchy, as it created a tactical alliance at the centre of politics</li> <li>• D'Azeglio's government was weakened by the political re-alignment caused by the <i>connubio</i>, e.g. his ministry collapsed, which opened the door for Cavour to become Prime Minister and influence the political development of Piedmont.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Public money was used in the building of the rail linkage of Milan, Turin, Genoa and the French border, which opened access to trade which aided Piedmont's economic expansion</li> <li>• Cavour used government subsidies for a range of enterprises resulting in economic expansion for Piedmont, e.g. the electric telegraph linked Turin and Paris, and canal building started</li> <li>• Cavour's agricultural policies advocated practical approaches to increasing productivity and developing more efficient production methods</li> <li>• Cavour pursued an anti-clerical policy in order to undermine the Catholic Church's dominant position as he saw the papacy as a natural supporter of Austria</li> <li>• Cavour decreased the influence of the Church by abolishing monastic orders and confiscating Church land.</li> </ul>	

Question	Mark scheme
2 (c) (ii)	<p>'The battles of Magenta and Solferino were 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: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the battles of Magenta and Solferino</li> <li>• Napoleon III.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> 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 battle of Magenta (4 June 1859) was the first battle of the Second War of Italian Independence against Austria, forcing them to evacuate Lombardy and was significant for the Franco-Piedmont alliance's subsequent defeat of Austria
- In the aftermath of their defeat at Magenta the Austrians were forced to retreat to the south-east and this weakened their hold on the peninsula
- The battle of Solferino was the last engagement between an Austrian and a Franco-Piedmontese army and resulted in Austrian defeat and the annexation of most of Lombardy to Piedmont.

Relevant points which counter the statement may include:

- In July 1858, Napoleon III met Cavour at Plombières and agreed to ally France with Piedmont in a war against Austria in northern Italy
- Napoleon III agreed to supplying 200,000 troops to help drive Austria out of the peninsula, meaning that Austria had to fight a war on two fronts
- 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 slow, which gave the French ten days to move their troops into Piedmont by rail
- Victories by the Piedmontese army at Palestro and by Garibaldi at Como in May 1859, helped pave the way for further military success against Austria and its defeat.

Question	Mark scheme
<p><b>3 (a)</b></p>	<p>What impression does the author give about Germany in the years 1924-29?</p> <p>You <b>must</b> use Extract C to explain your answer.</p> <p><b>Target: AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></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><b>Indicative content</b></p> <p>The author gives the impression that Germany was improving in the years 1924-29.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says 'The years 1924-29 were 'golden years'</li> <li>• The language used by the author, including 'the economy was prospering', 'wages significantly increased'</li> <li>• The author has selected evidence to show the positive aspects of Germany's economic recovery and not included negative aspects such as the divide between rich and poor and the impact on farmers.</li> </ul>	



Question	Mark scheme
<p><b>3 (b)</b></p>	<p>Explain <b>two</b> effects of the Nuremberg Laws (1935) on the lives of Jews living in Germany.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Nuremberg Laws made German citizenship conditional on producing a certificate confirming Aryan descent, thereby removing citizenship from all Jews</li> <li>• The Nuremberg Laws ensured that Jews were not allowed to marry Aryan Germans</li> <li>• The Nuremberg Laws led to many Jews emigrating from Germany as their daily lives became intolerable, e.g. to other European countries and Palestine.</li> </ul>	

Question	Mark scheme
<p><b>3 (c) (i)</b></p>	<p>'The main reason why the Treaty of Versailles was hated by many Germans was that it weakened Germany's military strength.'</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>• Germany's military strength</li> <li>• reparations.</li> </ul> <p>You <b>must</b> also use information of your own</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> 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 military capability was destroyed by the Treaty and left people in Germany feeling humiliated and vulnerable
- The Treaty reduced the German army to 100,000 men, a decision that led to significant dissatisfaction amongst the military and concern that Germany could not defend itself
- Germany was not allowed an air force and its navy was significantly limited and this compared unfavourably with other European countries, which many Germans disliked
- The demilitarisation of the Rhineland damaged Germany's ability to defend itself against France, e.g. the Ruhr Occupation.

Relevant points which counter the statement may include:

- Many Germans hated that Germany was made financially liable for the cost of the war, e.g. reparations were set, in 1921, at £6,600m and this damaged Germany's ability to recover economically from the war
- Many Germans hated that Germany was made fully responsible for starting the war, e.g. Article 231 blamed Germany for the war by stating 'war guilt', and this damaged Germany's international standing
- Many Germans resented the loss of territory due to its economic importance, e.g. losing 20 per cent of coal production and 15 per cent of agricultural resources, and this damaged its ability to rebuild after the war
- Many Germans hated that Germany lost land to Poland, e.g. large numbers of Germans now lived in Poland, beyond the control of the German government.

Question	Mark scheme
<p><b>3 (c) (ii)</b></p>	<p>'The main problem facing the Nazi government in Germany and the occupied territories, in the years 1939-45, was opposition to Hitler's rule.'</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>• opposition to Hitler's rule</li> <li>• allied bombing.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> 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 opposition to Hitler's rule from military generals after 1940 became a major problem, e.g. the Kreisau Circle, Stauffenberg and the July Plot
- The problem of youth opposition to Hitler's rule continued during the war years, e.g. the Edelweiss Pirates attacked members of the Hitler Youth; White Rose sought to disrupt the war effort
- The problem of communist opposition to Hitler's rule was a constant throughout the war years, e.g. Uhrig organised communist resistance cells and, by 1941, there were 89 factory cells in Berlin alone
- The growing importance of Goebbels and his Ministry was an indication of how significant it was to have control of the civilian population, showing how significant the opposition was.

Relevant points which counter the statement may include:

- The problem of the destruction and social dislocation, caused by Allied bombing of Germany, had to be managed
- The isolation of Jews in Germany, and then in the occupied territories, led to the creation of 'ghettos' as a means of dealing with the 'Jewish question'
- As a consequence of the invasion of the Soviet Union, the 'Jewish problem' intensified and more radical solutions were planned, e.g. the role of death squads and the planning of the 'Final Solution'
- The problem of imminent defeat meant that, in the summer of 1944, the forced mobilisation of German society, Volkssturm, was introduced.

Question	Mark scheme
<p><b>4 (a)</b></p>	<p>What impression does the author give about Gandhi's Salt March (1930)?</p> <p>You <b>must</b> use Extract D to explain your answer.</p> <p><b>Target: AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></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><b>Indicative content</b></p> <p>The author gives the impression that Gandhi's Salt March (1930) was well planned.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says 'proved to be massive in its effect'</li> <li>• The language used by the author, including 'underestimated', 'cleverness'</li> <li>• The author has selected the evidence to show the significant effect of Gandhi's Salt March but ignored criticisms that the consequences were not successful.</li> </ul>	

Question	Mark scheme
<p><b>4 (b)</b></p>	<p>Explain <b>two</b> effects of the appointment of Mountbatten as Viceroy of India on the partition of India.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mountbatten brought partition nearer because he accepted that partition could not be avoided</li> <li>• Mountbatten brought forward the independence date to August of 1947 in order to the facilitate partition</li> <li>• Mountbatten was instrumental in persuading Nehru, the leader of the Congress Party in the national parliament, that partition was the only solution to the issues surrounding independence.</li> </ul>	

Question	Mark scheme
4 (c) (i)	<p>'The main reason for the growth of nationalism in India, in the years 1919-27, was Gandhi's civil disobedience campaign.'</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>• Gandhi's civil disobedience campaign</li> <li>• Government of India Act (1919)</li> </ul> <p>You <b>must</b> also use information of your own</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></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><b>Indicative content</b></p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• Gandhi believed in peaceful protest, based on <i>satyagraha</i> or soul force. He promoted Indian nationalism through sit-down protests, strikes, marches and boycotts, which challenged British rule in a peaceful way</li> <li>• Gandhi was instrumental in fostering growing Indian nationalism by making the Congress Party a popular one for all Indians regardless of caste or religion, e.g. untouchables, Hindus and Muslims</li> <li>• Gandhi promoted the growth of Indian nationalism by encouraging Indians to challenge Britain's economic power, e.g. not buying imported British-made clothes and urged them to spin and weave their own clothes.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The Government of India Act (1919) disappointed many Indians who had hoped for immediate self-government and this led to unrest and violence, which fuelled growing Indian nationalism</li> <li>• The Government of India Act (1919) gave very limited powers to a national parliament and local parliaments, which could be blocked by the Viceroy and was resented and fuelled growing Indian nationalism</li> <li>• The impact of the Rowlatt Acts (1919) convinced many Indians that the British had no intention of relaxing their grip on India and this alienated them, which fuelled a growing sense of Indian nationalism</li> </ul>	

- The Amritsar Massacre and its consequences convinced many Indians that their British rulers were tyrants and they never trusted them again, which boosted growing Indian nationalism
- The Indian National Congress was instrumental in promoting the idea of eventual independence and throughout the 1920s challenged British rule and worked to overthrow it.

Question	
<p><b>5 (a)</b></p>	<p>What impression does the author give about the reasons why Stalin carried out the purges?</p> <p>You <b>must</b> use Extract E to explain your answer.</p> <p><b>Target: AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></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><b>Indicative content</b></p> <p>Relevant points may include:</p> <p>The author gives the impression that the purges were driven by Stalin's insecurities.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that the purges were 'driven by the fact that he never felt very secure'</li> <li>• The language used by the author, including 'convenient way of ensuring Stalin was not blamed' and 'paranoia'</li> <li>• The author has selected evidence to show that the purges were motivated by Stalin's insecurities, and has not included other supposed reasons, such as Kirov's murder.</li> </ul>	



Question	
<p><b>5 (b)</b></p>	<p>Explain <b>two</b> effects of Stalin's family policies on family life in the Soviet Union in the years 1924-41.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Stalin's policies successfully promoted marriage and family life, leading to an increase in the proportion of men and women who were married, as demonstrated through the 1937 census</li> <li>• There was a reduction in marital break-ups as a result of policies to discourage divorce, e.g. the 1936 Family Code made divorce more difficult</li> <li>• The increase in women in the workforce meant that by the late 1930s, in many families women found themselves caring for the home and family as well as undertaking a full-time job.</li> </ul>	

Question	
<p><b>5 (c) (i)</b></p>	<p>'The main reason why Stalin was successful in the leadership struggle was Trotsky's weaknesses.' 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>• Trotsky's weaknesses</li> <li>• Stalin's position as General Secretary.</li> </ul> <p>You must also use information of your own</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one reason.</p> <p><b>Indicative content</b></p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• Trotsky made little effort to build a broad support base within the Communist Party, which made it difficult for him when facing Party Congresses that tended to contain significant numbers of supporters of Stalin</li> <li>• Factors such as his Jewish origins, late conversion to Bolshevism and failure to attend Lenin's funeral counted against Trotsky</li> <li>• Trotsky faced accusations that he was inconsistent, e.g. his siding with Kamenev and Zinoviev after earlier opposition to the Triumvirate</li> <li>• Trotsky's own errors of judgement weakened his cause, e.g. his attack on party bureaucracy in 1924 at a time when he needed support, or his attack on Lenin's economic policies in the same year.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Stalin held significant positions within the Communist Party, most notably that of General Secretary, which gave him a strong power base, such as the loyalty owed to him by the wave of recruits who had joined in the mid-1920s</li> <li>• Stalin was more astute than his rivals in ensuring he introduced, or was associated with, policies which were well suited to Soviet needs at the time, e.g. 'Socialism in One Country'</li> </ul>	

- The decision by Stalin's rivals not to publish Lenin's testimony on the grounds it would damage party unity was a mistake, insofar as the testimony would have significantly weakened Stalin's claims to be Lenin's chosen successor
- Stalin's rivals underestimated his intellectual abilities, ruthlessness and organisational abilities, e.g. the dismissive references to him as 'comrade-card index' or 'grey blur'.

Question	
<p><b>5 (c) (ii)</b></p>	<p>'The main consequence of collectivisation was a worsening of living conditions in the countryside.'</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>• living conditions in the countryside</li> <li>• industrialisation.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• Forced collectivisation played a significant role in the widespread famine from 1932, with an estimated 7 million deaths across the Ukraine, Kazakhstan and the Caucasus</li> <li>• Collectivisation meant that many peasants were forced to move on to collective farms</li> <li>• Millions of people left the countryside to migrate to towns, adding to difficulties as the remaining labour force was often those too old or too young to effectively contribute to agricultural production.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Collectivisation facilitated industrialisation by supplying the grain necessary to feed the populations of towns and cities, and by the earnings from the export of grain overseas paying for imports of industrial technology</li> <li>• Collectivisation helped the Soviet Union move further towards socialism, with the elimination of Kulaks, and the abolition of capitalism barring small private plots</li> <li>• The Communist Party's control of the countryside was significantly increased, with the party's management of the collectives reducing the ability of the peasantry to resist the regime</li> <li>• Stalin's own power was enhanced due to collectivisation, as opponents of the policy, such as Bukharin and Rykov, lost influence</li> <li>• Collectivisation did lead to new methods and improvements in agriculture, e.g. the use of tractors, greater use of fertilisers and larger-scale approaches to production.</li> </ul>	

Question	
<p><b>6 (a)</b></p>	<p>What impression does the author give about give about the SALT talks?</p> <p>You <b>must</b> use Extract F to explain your answer.</p> <p><b>Target: AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></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><b>Indicative content</b></p> <p>Relevant points may include:</p> <p>The author gives the impression that the SALT talks were difficult.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that the talks were 'slow', there was a reluctance to limit new missile technologies</li> <li>• The language used by the author, including 'anger', 'drawn out', and 'less willing to give way'</li> <li>• The author has selected evidence to show how and why the USA was reluctant to give ground, and has not included examples of what was achieved with regards to the defensive weapons, e.g. the ABM Treaty.</li> </ul>	

Question	
<p><b>6 (b)</b></p>	<p>Explain <b>two</b> effects of ideological differences on relations between the Soviet Union and the USA in the years 1943-49.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points 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-communism, whilst the western powers suspected Stalin's approach to Poland was driven by a desire to expand communist influence</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 preventing the spread of communism, with the latter being seen by the Soviets as 'dollar imperialism'</li> <li>• Ideological differences contributed to the Berlin Crisis of 1948-49, e.g. Stalin had tried to secure communist control of the Berlin city council, and feared attempts to establish a democratic constitution in the Western zones would undermine communist control of the Soviet zone.</li> </ul>	

Question	
<p><b>6 (c) (i)</b></p>	<p>'The main reason for the Hungarian uprising of 1956 was Soviet control.'</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>• Soviet control</li> <li>• de-Stalinisation.</li> </ul> <p>You <b>must</b> also use information of your own</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> 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.

Maximum 4 marks for an answer dealing with only one reason.

### Indicative content

Relevant points which support the statement may include:

- The harsh nature of Soviet-backed rule, such as the imprisonment of c200,000 opponents and the actions of the AVH, had created significant unhappiness within Hungary
- Soviet economic control contributed to a reduction in living standards which increased resentment towards the Soviet-back Rakosi regime, e.g. Comecon meant unfair terms of trade, and economic plans which prioritised heavy industry over consumer goods
- Soviet influence in cultural life created resentment which contributed towards the uprising, e.g. the mandatory teaching of Russian language in schools, and restrictions on Catholic worship.

Relevant points which counter the statement may include:

- It was only after de-Stalinisation increased the hope of reform, after Khrushchev's 'Secret Speech', that there was significant willingness amongst opponents to the regime to demand change
- Frustration with the Rakosi government, when there was no reform forthcoming, contributed to Rakosi being removed from power in July 1956 in the face of increasing unrest
- The immediate triggers of the unrest of October 1956 were a combination of bad harvests, food shortages and bread shortages, which contributed to riots and student-led protests demanding reform

- The appointment of Imre Nagy and the withdrawal of the Red Army from Hungary raised expectations amongst reformers, contributing to increased demands, culminating in the request to leave the Warsaw Pact
- The expectation that Western support would materialise bolstered the protestors, e.g. the request to be recognised by the UN, and the encouragement given by Radio Free Europe leading protestors to believe US backing would be forthcoming.



Question	
<p><b>6 (c) (ii)</b></p>	<p>'The main consequence of the Soviet invasion of Czechoslovakia was the establishment of the Brezhnev Doctrine.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Brezhnev doctrine</li> <li>• international criticism of the Soviet Union.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one development.</p> <p><b>Indicative content</b></p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• Brezhnev argued that the actions of Dubcek had threatened to undermine the Warsaw Pact, and thus the Soviet invasion led to the Brezhnev Doctrine as it made it necessary to justify Soviet authority over Hungary and other satellite states</li> <li>• As a result of the Soviet invasion, the Brezhnev Doctrine was introduced to send a message to the west that the Soviet Union would not allow liberalisation</li> <li>• The Brezhnev Doctrine resulted from the Soviet invasion in order to warn off further would-be uprisings in Eastern Europe, negating any future need for actual Soviet military intervention.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The Soviet response provoked a critical response from communist supporters in Western nations, e.g. Communist Party members resigned, or Communist Parties declared independence from Soviet communism</li> <li>• The Soviet Union faced criticism from Yugoslavia and Romania as a result of the Soviet invasion, and Albania withdrew from the Warsaw Pact in protest over the invasion</li> <li>• As a consequence of the Soviet invasion, there was a reduced threat of conflict over 'containment' between the East and West, as the USA accepted the Soviet reassertion of its claim over Eastern Europe</li> </ul>	

- The Soviet invasion of Czechoslovakia ended the hope for reform, reasserting hardline communist and Soviet control over the nation
- The Soviet Union's response was positively received by the leadership of Poland, East Germany, and indeed traditional communists within Czechoslovakia, who had seen the reforms as being too liberal, and a threat to communism.

Question	
<p><b>7 (a)</b></p>	<p>What impression does the author give about the about the activities of the Ku Klux Klan? You <b>must</b> use Extract G to explain your answer.</p> <p><b>Target: AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></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><b>Indicative content</b> Relevant points may include: The author gives the impression that the Ku Klux Klan's violent activities were not sufficiently challenged by the authorities.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that the many of the crimes committed by Klansmen went unpunished, in part as local authorities had 'close links' with the Klan</li> <li>• The language used by the author, including 'intimidated', 'proper justice' and 'brutally murdered'</li> <li>• The author has selected evidence to show that local authorities tolerated Klan activity, but has omitted that some Klansmen were tried and found guilty for their activities.</li> </ul>	

Question	
<p><b>7 (b)</b></p>	<p>Explain <b>two</b> effects of McCarthyism on the USA in the 1950s.</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• McCarthyism fuelled the Red Scare within US politics, increasing investigations into alleged communist activity through bodies such as the Senate sub-committee, and acting as a divisive political issue in elections in 1950 and 1952</li> <li>• McCarthyism inflicted significant damage on the lives of thousands of Americans, e.g. public naming of suspects damaged reputations, and thousands of government employees lost their jobs on the basis of accusations alone</li> <li>• As a result of McCarthyism, government departments were weakened, e.g. the State Department lost significant capability when staff with expertise in communist nations were removed for suspected communist activities or sympathies.</li> </ul>	

Question	
<p><b>7 (c) (i)</b></p>	<p>'The main reason for the growth of Black Power in the 1960s was the influence of Stokely Carmichael.'</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>• Stokely Carmichael</li> <li>• reduction in white support for civil rights.</li> </ul> <p>You must also use information of your own</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> 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.

Maximum 4 marks for an answer dealing with only one reason.

### Indicative content

Relevant points which support the statement may include:

- Carmichael led the changing approach within the movement, rejecting what he had come to see as the failures of the more passive approach, with his call for 'Black Power' after the Meredith March serving as a rallying cry for a younger generation
- Under Carmichael, the SNCC voted to expel white members and move away from the goal of racial integration, encouraging black Americans to focus their efforts on organising their own institutions
- Carmichael wrote the influential book 'Black Power: the Politics of Liberation in America', explaining what blacks needed to do to challenge the systematic racism that existed
- Carmichael's speeches became increasingly provocative in challenging the existing status quo, and were associated with the civil unrest seen in cities such as Newark and Detroit in 1967.

Relevant points which counter the statement may include:

- The shift in the civil rights movement was influenced by a loss of white support, as many whites saw civil rights as having been achieved, and others saw a new focus on anti-Vietnam
- Other individuals made a significant contribution to the changing direction of the civil rights movement, e.g. Floyd McKissick led CORE to a more radical approach, Bobby Seale and Huey Newton founded the Black Panthers

- A desire for a changing approach came with the increasing realisation that the passing of civil rights legislation alone was not widely transformative, e.g. the continued inequality evident in northern cities, the failure of King's 'Northern Crusade'
- Dissatisfaction with the perceived failures of the non-violent approach to protest had already begun before Stokely Carmichael's rise to prominence, and his time with both the SNCC and the Black Panthers was relatively short-lived.

Question	
<p><b>7 (c) (ii)</b></p>	<p>'The most significant development in protest movements in the 1960s and 1970s was the growth of the student movement.'</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 student movement</li> <li>• the women's movement.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one development.</p> <p><b>Indicative content</b></p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• The student movement was significant in terms of the range of issues it encompassed, including racism, poverty, free speech, student rights and the Vietnam War.</li> <li>• By the end of the 1960s, the student activism seen at the Berkeley Free Speech movement had spread to hundreds of campuses across the USA</li> <li>• The Students for a Democratic Society (SDS) grew from a small group in Michigan to number around 100,000 by 1968</li> <li>• Student activists and protests focused on campuses formed a significant part of the growing anti-Vietnam protest movement, e.g. events like the 'teach-in' seen at the University of Michigan in 1965 were replicated across dozens of campuses.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The women's movement grew in importance from the late 1960s, e.g. the efforts of groups such as NOW (established 1966) contributed to the passing of the 1972 Educational Standards Act</li> <li>• Campaigning by the women's liberation movement was significant in relation to reproductive rights and for reform of abortion law, culminating in success, e.g. with <i>Roe v Wade</i> (1973)</li> <li>• Anti-Vietnam protests took on great significance in their own right, e.g. the New York peace demonstration of April 1967 was the then biggest peace demonstration in US history, with over 200,000 present</li> </ul>	

- The black civil rights protest movement saw significant developments during the 1960s, e.g. the passing of the Civil Rights Act, or the improvements to conditions in the ghettos under the organisation of the Black Panthers.



Question	
<p><b>8 (a)</b></p>	<p>What impression does the author give about Verwoerd's policies? You <b>must</b> use Extract H to explain your answer.</p> <p><b>Target: AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></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><b>Indicative content</b> Relevant points may include: The author gives the impression that Verwoerd's policies were seriously misguided</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that the policies were geared towards creating segregated living areas which would have a negative impact on the South African economy, and treated blacks as second-class citizens</li> <li>• The language used by the author, including 'astonishingly narrow-minded', 'obvious unfairness' and 'refused to face realities'</li> <li>• The author has selected evidence to show the aspects of Verwoerd's policies which were unrealistic and negative, and does not include how self-government was positively received by some chiefs.</li> </ul>	

Question	
<p><b>8 (b)</b></p>	<p>Explain <b>two</b> effects of the anti-pass law demonstrations (1959) on South Africa.</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• As a result of the demonstrations against the pass laws, the government introduced a state of emergency in March 1960, and banned parties such as the ANC and PAC</li> <li>• Examples of civil disobedience that resulted from the pass law demonstrations, such as Sharpeville and Langa, and the violent reprisals they faced, prompted international criticism of the South African regime</li> <li>• The establishment of more militant groups such as MK (Spear of the Nation) and Poqo (the armed wing of the PAC) resulted from the reaction of the authorities against the anti-pass law demonstrations.</li> </ul>	

Question	
<p><b>8 (c) (i)</b></p>	<p>(i) 'The main reason why resistance to apartheid developed, in the years 1948-54, was hostility to the Group Areas Act.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Group Areas Act (1950)</li> <li>• the Population Registration Act (1950).</li> </ul> <p>You must also use information of your own</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> 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.

Maximum 4 marks for an answer dealing with only one feature.

### Indicative content

Relevant points which support the statement may include:

- The Group Areas Act (1950) provoked significant hostility as it forced the segregation of races, allowing authorities to designate specific areas upon racial lines
- Plans to destroy areas such as Sophiatown in Johannesburg, which housed nearly 60,000 people, provoked particular anger, as it was a racially and socio-economically diverse area, and one of the few in which blacks could own property in cities
- The Group Areas Act resulted in united opposition from the ANC, South African Indian Congress and the Coloured People's Congress, who jointly lobbied DF Malan to request repeal of it and other laws
- The Group Areas Act provoked opposition amongst coloured and Indian South Africans, as the former were hit by failures to provide housing schemes, and the many landlords or traders amongst the latter lost out due to the Act's restrictions.

Relevant points which counter the statement may include:

- 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 Prohibition of Mixed Marriages Act (1949) created opposition as it made it illegal for people of different races to marry
- The tightening up of the pass system created resentment, e.g. regular confrontations with police over issues such as stop and search, and three million people being given criminal convictions
- Measures by the Nationalist Party, intended to perpetuate their own political domination, created resentment, as they rode roughshod over the previous constitutional settlement and disenfranchised Coloured people.

Question	
<p><b>8 (c) (ii)</b></p>	<p>'The most significant individual in dismantling apartheid, in the years 1990-94, was Nelson Mandela.'</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>• Nelson Mandela</li> <li>• FW de Klerk.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> 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.

Maximum 4 marks for an answer dealing with only one reason.

### Indicative content

Relevant points which support the statement may include:

- Nelson Mandela had been promoted as the crucial figure by anti-apartheid movements globally and, by 1990, was recognised as the icon of the new South Africa, both domestically and internationally
- Mandela met regularly with government members in the years immediately prior to his release, and was instrumental in the negotiations to lift the ban on outlawed parties, such as the ANC and PAC
- Mandela was influential in keeping a lid on all-out violence after CODESA talks broke down, and was instrumental in contacting de Klerk to restart constitutional negotiations, leading to agreement being signed in November 1993.

Relevant points which counter the statement may include:

- De Klerk was significant as the first leader who accepted that apartheid would have to end completely and be replaced by black majority rule, and so released Mandela and made the ANC, and other previously banned parties, legal
- De Klerk took steps to steer the negotiating process through difficulties, e.g. the referendum of 1992 to diffuse white opposition, and signing the Record of Understanding to restart negotiations with the ANC
- Buthelezi's eventual willingness to allow Inkatha to take part in the elections of April 1994 lessened the threat of further violence and ended the state of emergency that had been declared
- Cyril Ramaphosa played a significant role. As a trade unionist he was able to carry support from COSATU and the UDF and, as chief ANC negotiator, he built a strong personal relationship with Roelf Meyer, the nationalist negotiator
- Other individuals made significant contributions, e.g. Joe Slovo's suggestion of a 'sunset clause' enabled agreement to be reached on the interim Government of National Unity.

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