Mark Scheme (Results)

June 2024

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

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)

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

Level	Mark	Descriptor
	0	No rewardable material.
1	**1–2**	• 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**	• 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**	• 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**	• 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**	• Features of the period are analysed to explain consequences. [AO2] • Specific information about the topic is added to support the explanation. [AO1] **Maximum 4 marks for an answer dealing with only one consequence.**
3	**6-8**	• 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] **No access to Level 3 for an answer dealing with only one consequence.**

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**	• A simple of 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**	• 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] **Maximum 6 marks for Level 2 answers that do not address three aspects.**
3	**9-12**	• 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] **Maximum 10 marks for Level 3 answers that do not address three aspects.**

4	**13-16**	• 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] **No access to Level 4 for answers that do not address three aspects.**

Question	
1 (a)	What impression does the author give about the appointment of Napoleon as First Consul? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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

The author gives the impression that Napoleon's appointment as First Consul was not well supported.

This is shown by the following:

- The extract says 'he had plenty of opponents to his rule'
- The language the author uses, including 'horrified', 'betrayal', 'hated'
- The author has selected evidence that is focused on the opponents of Napoleon and ignored the views of those who supported him.

Question	
1 (b)	Explain **two** effects of the Terror in France on religion. **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 (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was a period of dechristianisation, e.g. the Catholic Church came under attack, with a campaign to close all churches by the spring of 1794
- An effect was the Paris Commune destroyed religious and royal statues, changed street names with religious connections and banned the wearing of clerical dress
- An effect was that dechristianisation was met with anger and suspicion among the more devout conservative rural peasanty who continued to follow Catholicism.

Question	
1 (c) (i)	'The main long-term cause of the French Revolution was the unpopularity of Marie Antoinette.' How far do you agree? Explain your answer. You may use the following in your answer: • Marie Antoinette • the Enlightenment. You must also use information of your own **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.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Marie Antoinette's marriage to Louis XVI symbolised an alliance with the old enemy Austria and this led to discontent
- Marie Antoinette's reputation for extravagant living, e.g. the diamond necklace issue, fuelled anti-monarchy and pro-revolutionary activity
- Marie Antoinette's influence on Louis XVI was almost invariably to encourage him to resist change and this led to discontent.

Relevant points which counter the statement may include:

- The Enlightenment and the spread of new ideas challenged the role of the monarchy and privilege and influenced revolutionary thinking
- The structure of France's financial system was defective and the attempts to reform it led to revolution
- A series of poor harvests created pressure on food supplies for a growing population and this led to peasant and worker unrest and demands for change
- Differences regarding the duties and privileges within the Three Estates fuelled resentment and discontent, which led to the demand for change
- The impact of the American Revolution created a precedent for the overthrow of a legitimate leader in the interests of the ruled and this influenced many in France to want revolution.

Question	
1 (c) (ii)	'In the years 1791-92, the most significant event of the revolution was the King's flight to Varennes.' How far do you agree? Explain your answer. You may use the following in your answer: • the flight to Varennes • the war with Austria and Prussia. You **must** also use information of your own. **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.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The flight reinforced the King's untrustworthiness and confirmed to radicals that he was merely biding his time until he could re-assert his authority
- The suggestion that the King's intention was to leave France and return with the Austrian army damaged his credibility and led to demands for a Republic
- It was suggested that the King's intention was to gain the protection of a royalist military commander and renegotiate the terms of the Constitution in his favour and this fuelled demands for a Republic
- Being brought back to Paris, in disgrace, seriously weakened support for the King and a constitutional monarchy.

Relevant points which counter the statement may include:

- War with Austria and Prussia further divided the French nation as failure was blamed on counter-revolutionaries, e.g. the court, nobles and refractory priests, yet Louis vetoed laws and appeared to undermine the war effort
- The Assembly's decision to temporarily suspend the authority of the King led to a meeting at the Champs De Mars, where moderate revolutionaries fired on radical revolutionaries, which signalled a division in the revolutionary movement
- The introduction of the 1791 Constitution redefined the position of the King and his power was severely curtailed, e.g. he could no longer veto laws in relation to the constitution or finance.
- The Jacobin insurrection of 9 August 1792 overthrew the leadership of the Paris municipality, proclaimed a new revolutionary commune, and led to the storming of the Tuileries Palace and the imprisonment of Louis XVI and his family.

Question	
2 (a)	What impression does the author give about Piedmont? You **must** use Extract B to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

The author gives the impression that Piedmont was economically influential.

This is shown by the following:

- The extract says 'Piedmont as a leader in developing a national 'Italian' economic identity'
- The language the author uses, including 'thriving', 'leader', 'modern'
- The author has selected evidence that is focused on the importance of the economic advancement of Piedmont in Italian unification and ignored the continuing presence of Austria.

Question	
2 (b)	Explain **two** effects of Mazzini's revolt in 1848 on Italian unity. **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 (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that the revolt established the Roman Republic, which was led by the revolutionary Triumvirate who allowed Roman citizens to vote as individuals
- An effect was that the revolt saw the introduction of a Roman Republic Constitution, which Mazzini hoped would start the process of unifying the peninsula
- An effect was unification was set back, e.g. French soldiers marched on Rome on 30 April 1849, and easily took control of the city; a dejected Mazzini left Italy for exile and the revolt had failed to bring Italy closer together.

Question	
2 (c) (i)	'The main reason for the defeat of Austria in 1859 was the role of the French.' How far do you agree? Explain your answer. You may use the following in your answer: • the role of the French • Austrian military weakness. You must also use information of your own **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.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- In July 1858, Napoleon III met Cavour at Plombières and an agreement was reached. Piedmont and France would ally themselves in a war against Austria, which would strengthen Piedmont's attempt to remove Austria
- Napoleon III agreed to supply 200,000 troops to help drive Austria out of the peninsula, meaning that Austria had to fight a war on two fronts
- The French army was mobilised more quickly that the Austrian army, using Piedmont's highly developed railway network, which gave them the upper hand in the battles that followed
- The French victory, against the Austrians, at the battle of Magenta was significant as Austria was forced to evacuate Lombardy.

Relevant points which counter the statement may include:

- The leadership of the Austrian armies was weak. The Austrian emperor left the command of the armies to the less capable generals
- Austrian military weakness at the battle of Solferino resulted in Austrian defeat and the annexation of most of Lombardy to Piedmont
- Cavour's skill in securing an alliance with France, a major power, in order to supplement Piedmont's effort in the war against Austria, was a factor in Austria's defeat
- 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	
2 (c) (ii)	'In the years 1859-61, Garibaldi played the most significant part in the establishment of the Kingdom of Italy.' How far do you agree? Explain your answer. You may use the following in your answer: • Garibaldi • Cavour. You **must** also use information of your own. **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.

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Indicative content

Relevant points which support the statement may include:

- Garibaldi organised 'The Thousand' to help Sicilian revolutionaries in their insurrection and claimed that he was going to liberate and unify Italy
- Garibaldi's tactics proved decisive at the Battle of Calatafimi and the taking of Palermo secured the conquest of Sicily in the name of Italian unification
- Garibaldi's took Naples without a fight and arrived to a hero's welcome, which forced Cavour to consider action against the Papal States
- Garibaldi's defeat of the Neapolitan army opened the way to amalgamating fighting forces in the name of Victor Emmanuel and Italian unification.

Relevant points which counter the statement may include:

- Cavour isolated Garibaldi by using popular support gained in plebiscites in Sicily and Naples, which confirmed their annexation into the Kingdom of Italy
- The rising in Palermo, Sicily, in 1860, was the work of Mazzinian Republicans and their role was significant in the establishment of the Kingdom of Italy
- Victor Emmanuel made a triumphal entry into Naples and this assisted in the establishment of the Kingdom of Italy
- The influence of France and Britain was significant in the establishment of the Kingdom of Italy.

Question	
3 (a)	What impression does the author give about protest in Germany in the years 1918-19? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

The author gives the impression that protest in Germany was not successful.

This is shown by the following:

- The extract says 'did not lead to the changes that workers wanted'
- The language the author uses, including 'uncoordinated', 'poorly organised', 'easily crushed'
- The author has selected evidence that is focused on the failure of protest and ignored some of the successes, e.g. protesters gained temporary control in Bavaria.

Question	
3 (b)	Explain **two** effects of the Great Depression on Germany in the years 1929-33. **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 (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that it led to a significant rise in unemployment in Germany, e.g. in 1929 it had been 1.3 million and by 1933 it was 6 million
- An effect was that it caused many German banks to go bankrupt, e.g. people rushed to withdraw their cash, causing banks to run out of cash
- An effect was that it increased the unpopularity of the Weimar Republic and many Germans gave their support to political parties on the far left and right, e.g. the Communists and the Nazis.

Question	
3 (c) (i)	'The most significant method of control used by the Nazis in Germany, in the years 1933-39, was the use of propaganda.' How far do you agree? Explain your answer. You may use the following in your answer: • propaganda • the Gestapo. You must also use information of your own **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.

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Indicative content

Relevant points which support the statement may include:

- The Nazis used propaganda to convey their message and positive image of the regime to ensure control of people's thinking, e.g. Nazi rallies at Nuremburg were attended by thousands, filmed and shown in cinema newsreels to many Germans
- The Nazi Ministry of propaganda ensured that its propaganda reached every part of society in order to maintain widespread control, e.g. it used new technology like radios, which were cheap and owned by many Germans
- The Nazis used propaganda to control the cultural life of German people, e.g. the Berlin Olympics, films, paintings all depicting the greatest of the Nazi regime and the Third Reich.

Relevant points which counter the statement may include:

- The police state operated through the Gestapo, e.g. a secret police force that arrested those who acted or spoke against the Nazis and imprisoned without trial
- The SS controlled state security services and carried out the Nazi policy of racial purification, e.g. they ran the concentration camps, which imprisoned political opponents, Jews and homosexuals
- The Nazis made sure that organisations that could influence the German people were controlled, e.g. the Church, DAF, education and youth
- The Nazis censored and controlled newspapers by making sure they did not publish views that were opposed to Nazi ideology, therefore, there was no free press in Germany
- The Nazis controlled and limited academic research, e.g. 3,000 professors were sacked, and any research was directed at Nazi projects, e.g. eugenics, weapons.

Question	
3 (c) (ii)	'The main reason for the weakening of the Third Reich, in the years 1939-45, was the growth of opposition to Hitler'. How far do you agree? Explain your answer. You may use the following in your answer: • opposition to Hitler • Allied bombing of Germany. You **must** also use information of your own. **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.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The authority of the Third Reich was weakened and undermined by military generals after 1940 e.g. the Kreisau Circle, Stauffenberg and the July Plot
- The authority of the Third Reich was challenged and weakened by those who opposed Nazi policies, e.g. the Edelweiss Pirates attacked members of the Hitler Youth; White Rose sought to disrupt the war effort
- The Third Reich was weakened by constant Communist opposition throughout the war years, e.g. Uhrig organised communist resistance cells and, by 1941, there were 89 factory cells in Berlin alone.

Relevant points which counter the statement may include:

- The damage to industrial infrastructure and social dislocation caused by the Allied bombing of Germany, weakened the Third Reich, e.g. civilian deaths in Cologne, Hamburg and Dresden, precision bombing crippled the Ruhr
- The changing policies towards the Jews, e.g. ghettos, concentration camps and the Final Solution, took up competing resources and weakened the Third Reich
- The Third Reich was weakened by partisan resistance in the occupied territories, which challenged its authority and vital resources were used to counter resistance groups
- The Third Reich's 'total war' mobilisation of the economy, e.g. rationing, had mixed success and resulted in a reduction of domestic support for the regime
- In its final months, the Third Reich lacked strong leadership, e.g. Hitler was rarely seen in public, which gradually weakened and eroded support for the Third Reich.

Question	
4 (a)	What impression does the author give about the Simla Conference? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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The author gives the impression that the Simla Conference was not a success.

This is shown by the following:

- The extract says that 'Wavell wished for an agreement… This did not happen…'
- The language the author uses, including, 'rejected', 'unyielding', 'ruined'
- The author has selected evidence to show that the Simla Conference was unsuccessful and ignored some aspects, e.g. Congress agreed to the general framework of the discussion.

Question	
4 (b)	Explain **two** effects of the Lahore Resolution (1940) on the way in which Indian independence developed. **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 (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that the Lahore Resolution emphasised that a separate state for Muslims would be needed as a future Indian government, with a Hindu majority, would be a Hindu Raj
- An effect was that the Lahore Resolution, written with the significant involvement of Fazul Huq, an eminent Bengali politician, outlined partition and a separate Pakistan
- An effect was that Jinnah used the Lahore Resolution to signal the political position of the Muslim League and to strengthen its demand for partition and a separate Pakistan.

Question	
4 (c) (i)	'In the years 1919-29, the main reason for the growth of nationalism in India was the Amritsar Massacre.' How far do you agree? Explain your answer. You may use the following in your answer: • the Amritsar Massacre • the Simon Commission. You must also use information of your own **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.

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Indicative content

Relevant points which support the statement may include:

- The events of the Amritsar Massacre, e.g. the death of 379 peacefully protesting Indians with a further 1200 wounded, alienated many Indians and turned them against British rule
- The Amritsar Massacre allowed Dyer to impose martial law, e.g. Indians were to be flogged if they did not observe *salaam*, the Crawling Order, which alienated Indians and fuelled nationalist sentiment
- The way in which the Amritsar Massacre was investigated and dealt with by the British authorities, e.g. the Hunter Committee, made British rule unpopular with many Indians.

Relevant points which counter the statement may include:

- The Simon Commission, which visited India in February 1928 and April 1929, aroused increased nationalist sentiment from both Indian supporters and protesters who saw the possibility of self-governance coming as an outcome
- The Rowlatt Acts included trial without jury, censorship and house arrest, and were seen as Britain exerting authority, and fuelled nationalist sentiment
- The Congress Party gained increasing support from Hindus, Muslims and untouchables as it promoted nationalism and independence over British rule
- Gandhi's aims and methods promoted Indian nationalism, e.g. peace protest against British rule and *satyagraha*
- Many Indians were disappointed with the consequences of the 1919 Government of India Act, e.g. their local parliaments could be blocked by the Viceroy and this fuelled nationalist sentiment.

Question	
4 (c) (ii)	The most significant event affecting British rule of India, in the years 1930-39, was Gandhi's Salt March.' How far do you agree? Explain your answer. You may use the following in your answer: • Gandhi's Salt March (1930) • the Round Table Conferences. You **must** also use information of your own. **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.

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Indicative content

Relevant points which support the statement may include:

- The Salt March led to thousands of Indian peasants following Gandhi's advice by breaking the law to collect salt and this was a direct challenge to British law and rule
- The Salt March led to hundreds of peasants being arrested and imprisoned and this was seen as unjust and further evidence of harsh British rule
- The Salt March led to further action in the form of strikes, protests and civil disobedience organised by provincial committees and the British were unable to stop them.

Relevant points which counter the statement may include:

- The Round Table Conferences assisted in the development towards independence, e.g. the First Round Table Conference decided that India would be run as a 'dominion', which was a political development towards independence
- The passage of the Government of India Act (1935) divided India into 11 provinces which would control all aspects of Indian life, and this aided the development of independence
- The passage of the Government of India Act (1935) abolished the dyarchy and gave each province a legislative assembly, which was a significant development towards independence
- The outcome of the 1937 elections was that the success of the Congress Party made it a significant partner in government with the Raj
- The declaration of war with Germany by the British government angered many Indians and gave Hindus and Muslims a chance to push their cause for independence.

Question	
5 (a)	What impression does the author give about the Stakhanovite movement? You **must** use Extract E to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include:
The author gives the impression that the Stakhanovite movement was successful.

This is shown by the following:

- The extract says that the Stakhanovite movement encouraged workers to work hard for rewards, and that it led to workers working harder, and production increasing
- The language used by the author, including 'remarkable, 'significant financial bonuses', and 'inspired workers'
- The author has selected evidence to show the positive impact of the Stakhanovite movement but has not included evidence to show how Stakhanov's achievements were carefully assisted, or the opposition to the movement.

Question	
5 (b)	Explain **two** effects of the German invasion during the Second World War on the Soviet Union. **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 (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of the German invasion was that it inflicted major damage on the USSR, e.g. partial and even complete destruction of hundreds of towns and cities, thousands of villages, and millions dead
- An effect of the German invasion was that it led to the USSR adopting a policy of 'total war', and the prioritisation of war production over consumer goods resulted in consumer living standards being reduced by 40 per cent of pre-war standards
- An effect of the German invasion was that it exacerbated already difficult working conditions, e.g. factory work saw shifts extended to 12-18 hours, seven days a week and there was an increase in the proportion of farm labouring done by hand.

Question	
5 (c) (i)	'The main reason for the purges of the 1930s was Stalin's insecurity.' How far do you agree? Explain your answer. You may use the following in your answer: • Stalin's insecurity • Kirov's murder. You must also use information of your own **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.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Stalin's insecurity meant that he believed he still had many enemies, e.g. former rivals from the Civil War period were seen as a threat as they knew the truth about his rise to power, and Lenin's view of him
- Stalin believed that the recent examples of leading members of the party who had fallen from power, such as Trotsky, Bukharin and Zinoviev (ironically whom Stalin had himself purged), demonstrated that he could suffer the same fate
- Stalin feared that organisations, such as the Red Army and secret police, had too much independent power, and may serve as bases for possible plots and assassination attempts.

Relevant points which counter the statement may include:

- Kirov's murder was the immediate pretext for the purges, hunting down the secret 'Trotskyite-Zinovievite' terror group supposedly behind the assassination
- The testimony of Kirov's assassin, Leonid Nikolayev, implicated political leaders such as Kamenev and Zinoviev, who became victims of the purges
- Kirov's popularity, such as his topping the poll to elect the Central Committee in the 'Congress of Victors' in 1934, may have motivated both Stalin's desire to have Kirov assassinated and to undertake a wider purge
- The purges were motivated by a desire to remove old Bolsheviks who, in Stalin's eyes at least, had not been sufficiently converted to his form of socialism, and thus the purges were purifying the Communist Party by exterminating old ideals
- Economic issues behind the purges included allowing Stalin to blame economic problems on political enemies acting as 'wreckers', such as the charges of economic sabotage against the accused in the Menshevik Trial of 1931.

Question	
5 (c) (ii)	'In the years 1924-41, other than changes to people's working lives, the most significant changes to life in the Soviet Union were experienced by women.' How far do you agree? Explain your answer. You may use the following in your answer: • women's lives • ethnic minorities. You **must** also use information of your own. **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.

Word. Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Policies aimed at education and the workplace had a significant impact upon women, e.g. the allocation of places for women in higher and technical education increased from 20 to 40 per cent in the years 1929 and 1940
- Policies to encourage higher rates of childbirth, e.g. state help of 2-5,000 roubles a year for those with over six children, had an impact on many women – Moscow alone saw thousands of applications for these benefits in the first month they were offered
- Women saw restrictions and burdens as a result of Soviet policies, e.g. abortion was very limited, and divorce was discouraged and, by the late 1930s, many women found themselves caring for the home and family as well as undertaking full-time work.

Relevant points which counter the statement may include:

- Ethnic minorities such as Poles, Latvians, Chechens, Kurds and Germans experienced mass deportation in the 1930s and 1940s, with estimates of over 40 per cent of those deported in the 1940s dying as a result of disease, mistreatment or malnutrition
- Stalin imposed harsh policies on the Islamic population in the Central Asian republics, e.g. cultural repression, the persecution of religious leaders, and significant mass deportations during the war years
- The peasantry saw their way of life alter significantly, e.g. through being forced onto Kolkhoz from 1928, conflict over religion, or mass migration to urban areas
- Urban populations saw significant changes, e.g. many saw a reduction in the availability of consumer goods and issues with the quality of housing provision in the face of the growing urban population
- Policies towards youth brought about changes to lives, e.g. schoolchildren saw increased examinations, discipline and indoctrination.

Question	
6 (a)	What impression does the author give about why President Nixon tried to improve relations with the Soviet Union? You **must** use Extract F to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that Nixon tried to improve relations because the cost of the Cold War to America was too great.

This is shown by the following:

- The extract says that the Cold War was increasingly costly and the USA could face bankruptcy
- The language used by the author, including 'huge cost', 'unbearable burden' and 'billions of dollars'
- The author has selected evidence to show how the financial cost of the arms race was a major motivation for Nixon but has not included changing attitudes towards China and Western Europe's role in its own defence.

Question	
6 (b)	Explain **two** effects of the Korean War on the Cold War. **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 (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of the Korean War was that it saw a major escalation of hostilities, with outright and prolonged fighting, and increased fears of an escalation of tension elsewhere in the world
- An effect of the Korean War was that it led to the spread of the Cold War into Asia, and also demonstrated the potential of China and the role of organisations such as the UN in the Cold War conflict
- An effect of the Korean War was that it contributed to an increase in arms spending in the USA during the 1950s and, consequently, the superpower arms race, as the USSR sought to keep up.

Question	
6 (c) (i)	'The main reason for the crisis that developed over Cuba was the actions of the USA.' How far do you agree? Explain your answer. You may use the following in your answer: • the actions of the USA • Khrushchev. You **must** also use information of your own **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.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The American ban on the import of Cuban sugar and refusal to sell petroleum to Cuba placed a severe strain on the Cuban economy, and so pushed Castro towards the USSR as a precursor to Cuba becoming a site for missiles
- The failure of the Bay of Pigs invasion was a disaster, pushing Castro towards the Soviet Union for military support, which ultimately extended to missile bases being built
- The US quarantine of Cuba contributed significantly towards the growing tension regarding the Soviet missiles which were being shipped to Cuba.

Relevant points which counter the statement may include:

- Khrushchev was keen to use developments in Cuba as an opportunity to upstage the USA, e.g. his willingness to build economic relations with Cuba, and his verbal antagonism from 1960 over how the situation put the USA within Soviet reach
- Khrushchev's decision to install ballistic missiles, in particular the intermediate missiles spotted by the USA in October 1962, was the trigger for the actual crisis
- The occurrence of a left-wing revolution in a region long considered within the USA's sphere of influence began the change in relations between the USA and Cuba, which marked the beginnings of the crisis
- Castro's ejection of US investment, and subsequent nationalisation when the USA rejected his authority to do so, prompted the chain of events that led to increased Soviet involvement in Cuba, contributing to the actual crisis
- The impact of the wider Cold War contributed to the crisis, e.g. the failure to reach agreement at Vienna, which led to increased American military spending and Khrushchev's subsequent installation of missile bases in Cuba.

Question	
6 (c) (ii)	'The most significant feature of the Cold War, in the years 1945-49, was the ideological differences between the superpowers.' How far do you agree? Explain your answer. You may use the following in your answer: • ideological differences • Stalin's actions. You **must** also use information of your own. **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.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Ideological differences were a continued source of resentment, e.g. Stalin believed that anti-communism had motivated delayed support during the War, whilst the western powers saw Stalin as driven by a desire to expand communist influence
- Ideological differences were significant in Churchill's suspicions over the threat the Soviet Union posed to capitalist democracies, seen through his reservations during the wartime conferences and in the 'Iron Curtain' speech
- Ideological differences contributed to disagreements over Poland, e.g. Stalin's desire to ensure a 'friendly' communist government was installed, against the express wishes and promises of the Western powers
- The establishment of Soviet-dominated communist organisations such as Cominform and Comecon contributed to the division of Europe into two power blocs, contrasting with the capitalist and democratic nations in the west, increasing tension.

Relevant points to counter the statement may include the following.

- Stalin's decision to blockade Berlin led to a major rift between the former allies, saw a year-long effort to airlift support, led to the division of Berlin and Germany, and contributed to the formation of NATO
- Truman's actions in 1947 marked a decisive shift in the USA's approach, e.g. raising the Truman Doctrine's promise of support to nations to contain the spread of communism
- In giving billions of dollars of aid to the 16 OEEC nations, the Marshall Plan exacerbated the divide between Eastern and Western Europe, and further strained relations between the Soviets and the USA
- Practical disagreements over Germany had an impact on the relations, e.g. the merging of the allied zones and new currency angered Stalin.

Question	
7 (a)	What impression does the author give about the experiences of the Freedom Riders? You **must** use Extract G to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that the Freedom Riders went through a brutal experience.

This is shown by the following:

- The extract says that the Freedom Riders faced violence, and 'some suffered serious injuries'
- The language used by the author, including 'badly beaten', 'savage and violent attacks' and 'severity of the violence'
- The author has selected evidence to show the significance of brutality that faced the Freedom Riders but has not included evidence of the benign white support they received from among members of CORE.

Question	
7 (b)	Explain **two** effects of Martin Luther King's actions on civil rights in the 1950s. **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 (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of King's efforts was that his leadership in the Montgomery Bus Boycott challenged segregation in public transport and helped bring about a Supreme Court ruling banning such segregation
- An effect of Martin Luther King's abilities as a powerful and charismatic public speaker drew national attention to the civil rights movement, and his promotion of non-violent tactics inspired numerous civil rights activists to the cause
- An effect of King's efforts was that his significant contribution in setting up the Southern Christian Leadership Conference (and as president from 1957) made a major contribution to various aspects of the civil rights campaign.

Question	
7 (c) (i)	'The main reason for the growth of protest movements in the years 1962–74 was ideas about women's rights.' How far do you agree? Explain your answer. You may use the following in your answer: • ideas about women's rights • Vietnam. You **must** also use information of your own **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.

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Indicative content

Relevant points which support the statement may include:

- Radical feminism, which emerged from a generation of educated women, offered intellectual substance to challenge cultural and social inequality; some reacted to finding themselves treated as second-class status within other protest movements
- *The Feminine Mystique* (1963) sold three million copies in its first three years of publication, and its ideas inspired many - predominantly white, middle-class - women
- Betty Friedan's ideas encouraged many women to become involved in campaigns, e.g. she became the founding president of NOW which had tens of thousands of members by the 1970s
- The report published by the Presidential Commission on the Status of Women in 1963, was influential in giving weight to arguments for the removal of obstacles to full participation of women in the workforce.

Relevant points which counter the statement may include:

- Opposition to the Vietnam War united a diverse range of protest movements, including the New Left, Students for a Democratic Society, the Berkeley Free Speech Movement and elements of the black civil rights movement
- Anti-war feeling saw the formation of The Resistance, organising an anti-draft campaign that culminated in a 100,000 strong march on the Pentagon in 1967, with the two-day confrontation contributing to decreasing public support for the war
- Students for a Democratic Society organised protest marches, burned draft cards, held debates and highlighted both the morality of the war, and the impact it had on the USA, e.g. taking money away from LBJ's Great Society programmes
- Protests such as the Berkeley Free Speech Movement resulted from a range of concerns, including civil rights, and the students' own perceived injustice at their treatment at the hands of authorities.

Question	
7 (c) (ii)	'The most significant feature of the Watergate Scandal was the impact on the presidency.' How far do you agree? Explain your answer. You may use the following in your answer: • the presidency • new laws. You **must** also use information of your own. **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.

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Indicative content

Relevant points which support the statement may include:

- The scandal significantly weakened the authority of the presidency prior to Nixon's resignation, as key advisers resigned or were sacked, and his leadership became mired in investigations, and the cover up of these
- The Watergate scandal weakened the President's political position in relation to Congress
- The scandal demonstrated the potential of the judiciary and legislature to act together against the presidency e.g. the Supreme Court's ruling that Nixon hand over the tapes and the subsequent start of impeachment proceedings forcing his resignation
- The scandal and subsequent pardon of Nixon by Nixon's successor Gerald Ford led to a significant loss of confidence in the presidency.

Relevant points which counter the statement may include:

- The Watergate scandal led to new laws being passed, e.g. on freedom of information, openness in government and campaign finance
- The Watergate scandal contributed to Congressional measures to provide greater protection to individuals concerning information gathered about them, amending the Freedom of Information Act and passing a Federal Privacy Act (1974)
- Congress gained greater authority over the federal budget, passing the Congressional Budget and Impoundment Control Act of 1974
- The scandal boosted the Democratic Party, increasing their control of the Senate and Congress in the 1974 mid-term elections.

Question	
8 (a)	What impression does the author give about the impact of international boycotts and sanctions on South Africa? You **must** use Extract H to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content

Relevant points may include:
The author gives the impression the boycotts and sanctions had a severe impact on South Africa.

This is shown by the following:

- The extract says that the measures taken by international businesses hurt the South African currency, commerce and South African consumers
- The language used by the author, including 'value of the rand sank', 'fell sharply' and 'in a major way'
- The author has selected evidence to show that the boycotts and sanctions had a major impact but has not included how significant international trade continued.

Question	
8 (b)	Explain **two** effects of the Bantu Self-Government Act (1959) on South Africa. **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 (consequence).

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

Indicative content

Relevant points may include:

- An effect of the Bantu Self-Government Act (1959) was that it contributed to the partition of South Africa into distinct homelands (Bantustans) for the eight African peoples, separate from that of white South Africans
- An effect of the Act was that certain homelands were able to transition to self-government status, starting with Transkei's Constitution being adopted in 1963, and the opening of the Transkei Legislative Assembly
- An effect of the Act was that it caused division between those such as Kaiser Matanzima, who welcomed self-government, and opponents such as Chief Victor Poto, as well as divisions amongst different tribal and linguistic groups.

Question	
8 (c) (i)	'The main reason for resistance to the Nationalist Government, in the years 1948-54, was the Population Registration Act (1950).' How far do you agree? Explain your answer. You may use the following in your answer: • Population Registration Act (1950) • Group Areas Act (1950). You **must** also use information of your own **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.

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Indicative content

Relevant points which support the statement may include:

- The Population Registration Act was a cause of resistance as it formed the basis for much of the rest of the apartheid programme, categorising South Africans in order that they could be separated
- The Population Registration Act created resistance as it led to increased official administration and monitoring, with a national register, crude tests used to determine racial categories, and a slow appeals process (with few successful appeals)
- The Population Registration Act provoked significant opposition amongst Cape Coloureds, as it prevented them from claiming white status as generations of mixed marriages made such classification near impossible.

Relevant points which counter 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
- The Group Areas Act resulted in united opposition from the ANC, South African Indian Congress and the Coloured People's Congress, which jointly lobbied DF Malan to request repeal of it and other laws
- 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	
8 (c) (ii)	'In the years 1955–78, Black Consciousness provided the most significant resistance to apartheid.' How far do you agree? Explain your answer. You may use the following in your answer: • Black Consciousness • ANC. You **must** also use information of your own. **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.

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Indicative content

Relevant points which support the statement may include:

- Black Consciousness was significant in organising student and youth opposition to apartheid, e.g. the 1976 Soweto Youth Uprising
- Black Consciousness gave intellectual coherence to resistance, directly attacking acceptance of inferiority and rejecting ideas such as homelands, e.g. use of the word 'black' as opposed to the negative 'non-white' typically seen on signage
- Black Consciousness proved particularly significant as an alternative means of organisation whilst groups such as PAC were banned, e.g. with SASO, and in increasing the emphasis on the need for black people to liberate themselves
- The ANC's shift to more militant resistance had limited direct impact on the apartheid regime, and leaders such as Nelson Mandela and Walter Sisulu were out of action after being found guilty in the Rivonia trial in 1964.

Relevant points which counter the statement may include:

- The ANC made a significant contribution by providing organisation to opposition in the years from 1955, e.g. the Congress of the People and the 1957 bus boycott
- The ANC's Freedom Charter served as a programme of demands, calling for rights such as the vote, the freedom to associate and equality before the law
- Examples of civil disobedience, such as Sharpeville and Langa, and the violent reprisals they faced, prompted international criticism and the establishment of more militant groups such as MK (Spear of the Nation)
- International opposition groups, such as the Anti-apartheid Movement (AAM), had success in raising opposition and organising boycotts that damaged the regime's standing and led to South Africa's increasing cultural isolation during the 1970s.

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