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Edexcel

Mark Scheme

Summer 2019

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

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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>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [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 two aspects.</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 two aspects.</b></p>

4	<b>13-16</b>	<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 two aspects.</b></p>
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**Depth Studies**  
**1: The French Revolution, c1780–99**

Question	
<b>1 (a)</b>	<p>What impression does the author give about the Terror in France?</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></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• The author gives the impression that the Terror was excessive.</li></ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"><li>• The extract says that 'innocent people suffered unnecessarily'</li><li>• The language the author uses, including 'instructions of fanatical and savage revolutionaries', 'many sentenced on the strength of dubious evidence'</li><li>• The author has selected evidence to show the worst aspects of the Terror and how it affected innocent people with no attempt to explain its purpose.</li></ul>	



Question	Mark scheme
<p><b>1 (b)</b></p>	<p>Explain <b>two</b> effects of the Enlightenment on France in the years 1780–87.</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 once consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The problems in France were written about at length, attacking the <i>ancien régime</i>, the church and corruption and this encouraged people to think about change</li> <li>• The Enlightenment encouraged members of the nobility to support the need for political change, e.g. Voltaire and Rousseau</li> <li>• The Enlightenment provided the ideas that stimulated the French Revolution, e.g. liberty, freedom of speech and freedom from arbitrary arrest.</li> </ul>	

Question	Mark scheme
<p><b>1 (c) (i)</b></p>	<p>'The war with Austria and Prussia was the main reason for the failure of the constitutional monarchy in France in the years 1791–92.'</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 war with Austria and Prussia</li> <li>• the King's flight to Varennes.</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 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
- The war increased economic problems and food shortages and made the revolution increasingly extreme and republican
- The increasing threat to Paris from the Austrian and Prussian armies produced a revolutionary fervour that led to an attack on the Tuileries and the suspension of the monarchy
- The arrival of new troops to defend Paris (the *Fédérés*) increased the revolutionary atmosphere and threatened the status of the constitutional monarchy.

Relevant points which counter the statement may include:

- The attempted flight of the royal family to Varennes in 1791 undermined its position and there were calls for Louis to stand trial
- It was the radical Convention, elected in September 1792, that legally abolished the monarchy
- The growing republicanism in Paris and the political clubs predated the war
- The depression in the luxury trades in Paris produced unemployment and economic misery, which created *Sans Culottes* radicalism.

Question	Mark scheme
<p><b>1 (c) (ii)</b></p>	<p>'Before 1799, the Directory's main achievement was in dealing with internal threats.'</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>• dealing with internal threats</li> <li>• dealing with the economy.</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 Directory was successful for four years in checking threats posed by the radical left and the royalist right
- The Directory dealt successfully with physical threats from the left and right, e.g. Conspiracy of the Equals
- The Directory crushed the revolt in the Vendée.

Relevant points which counter the statement may include:

- The Directory introduced some successful financial measures, e.g. the restoration of some indirect taxation and a new currency that stabilised the economy
- The Directory prevented government by dictatorship, e.g. members of the Directory would not be able to sit in either of the two large councils and their powers were limited
- The Directory ended mass executions, and measures taken against exiled priests and royalists were relaxed
- The Directory established 196 republics, and the conquered cities and states were required to send huge amounts of money to France, as well as art treasures
- The Directory benefitted from a new constitution for France (The Constitution of Year III), which avoided the extremism of the Jacobins and the *Sans Culottes* and the conservatism of the royalists and the *ancien régime*.

Question	Mark scheme
<p><b>2 (a)</b></p>	<p>What impression does the author give about Garibaldi's conquest of Sicily in 1860?</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:</p> <ul style="list-style-type: none"> <li>• The author gives the impression that Garibaldi's conquering of Sicily in 1860 was easy and successful.</li> </ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that 'Garibaldi landed in Sicily and encountered very little resistance'.</li> <li>• The language the author uses, including 'completely conquered' and 'sensational victory'</li> <li>• The author has selected evidence to show that even though The Thousand were poorly armed they conquered Sicily with relative ease and omitted details to show difficulties or opposition encountered.</li> </ul>	

Question	Mark scheme
2 (b)	<p>Explain <b>two</b> effects of the Pact of Plombières on Italy.</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 once consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Pact of Plombières led to France joining Piedmont in a war against Austria, to drive Austria out of Italy</li> <li>• The Pact led to the creation of a Kingdom of Upper Italy covering the provinces of the north, thereby creating an area of unified Italy</li> <li>• As a result of the Pact, Piedmont ceded Savoy to France, as the majority of the population was French speaking.</li> </ul>	

Question	Mark scheme
<p><b>2 (c) (i)</b></p>	<p>'Economic problems were the main reason for revolutions in the Italian states in 1848.'</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>• economic problems</li> <li>• the reforms of Pope Pius IX.</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:

- Economic problems caused the demand for change, e.g. poor harvests led to food riots in the north and south
- Under-employment in the textiles industries in the north, resulting in workers destroying machinery and demanding political change
- In southern areas, e.g. Calabria, land enclosure had taken common land from the peasantry, which resulted in violence and demand for political change.

Relevant points which counter the statement may include:

- Pope Pius heightened the expectations of liberals for reform by declaring an amnesty for political offences, releasing some 2000 prisoners from papal gaols
- Press censorship by the church was ended, allowing the creation of a freer press that encouraged liberal and radical thought and action
- In Sicily uprisings were a reaction to cholera (which killed 65,000 people) leading to a belief it was in some way connected to Neapolitan misrule and revolutionaries demanding the re-establishment of the 1812 constitution
- In Lombardy Austrian refusal to respond to agitation for political reform led to 'The Five Days of Milan'
- In Naples demonstrations forced Ferdinand to agree to grant a constitution and this raised expectations amongst liberals throughout the Italian peninsula for further political change.

Question	Mark scheme
<p><b>2 (c) (ii)</b></p>	<p>'Cavour played the most significant role in the development of Piedmont in the years 1848–54.'</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 role of Cavour</li> <li>• the role of King Victor Emmanuel II.</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>• Cavour provided inspiration, insight and leadership that was essential for the development of Piedmont</li> <li>• As Minister of Trade and Agriculture, and later the Navy, he oversaw significant technological improvement that modernised Piedmont</li> <li>• As Minister of Finance he aimed to balance the books and pursued free trade, signing treaties with Portugal, France, Britain and Belgium, which ensured economic and political development</li> <li>• Cavour oversaw the development of railway building, which he believed would modernise Piedmont and assist in creating the Italian state.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• At the decisive battles of Magenta and Solferino, Victor Emmanuel commanded the Piedmontese corps in person to the benefit of Piedmont</li> <li>• Following the armistice of Villafranca, Victor Emmanuel exercised a valuable restraint on Cavour, who wanted to continue the war alone which could have been to the detriment of Piedmont</li> <li>• Giuseppe Siccardi brought in a series of liberal bills, passed by the Piedmontese parliament, that controlled the power of the church, without consulting the church, showing Piedmont's rulers' desire to assert state over church</li> <li>• The Statuto was granted by Charles Albert in March 1848 and this liberal constitution made Piedmont the centre of liberal thought and Italian nationalism, as well as a modern liberal state.</li> </ul>	

### 3: Germany: development of dictatorship, 1918–45

<b>3 (a)</b>	<p>What impression does the author give about the French occupation of the Ruhr?</p> <p>You <b>must</b> use Extract C to explain your answer.</p> <p><b>Target: A04 (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 French occupation of the Ruhr was harsh.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"><li>• The extract says that 'the French took the law into their own hands and occupied the Ruhr'</li><li>• The language the author uses, including 'savagely' and 'outraged'</li><li>• The author has selected evidence that shows the negative aspects of the occupation and ignores the fact that the occupation saw the smooth removal of materials to France and Belgium, which was its main objective.</li></ul>	



Question	Mark scheme
<p><b>3 (b)</b></p>	<p>Explain <b>two</b> effects of the Locarno Treaties on 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 one consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Locarno Treaties made Germany more secure, as they were a mutual guarantee of the Franco-German and Belgian-German borders, signed with Britain and Italy as guarantors</li> <li>• The Locarno Treaties made Germany feel safe in relation to France as they stated that all parties agreed not to use force in order to alter the guaranteed borders</li> <li>• Germany felt as if it was now a respected European nation as the Locarno Treaties admitted Germany into the League of Nations.</li> </ul>	

Question	Mark scheme
<p><b>3 (c) (i)</b></p>	<p>'Party reorganisation was the main reason why the Nazi Party survived in the years 1924–28.'</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>• Party reorganisation</li> <li>• the impact of the Munich Putsch.</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>• Bouhler and Schwarz reorganised the Nazi Party by dividing it into regions and this was crucial to the survival of the Nazi Party</li> <li>• At the Nuremberg conference, in 1927, unsuitable <i>Gauleiters</i> were replaced and this strengthened central party organisation and bureaucracy</li> <li>• The role of Strasser in developing the Nazi Party.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Hitler used his trial after the Munich Putsch to get national publicity and sympathy for his ideas and the Nazi Party and this attracted support</li> <li>• Hitler used his time in prison to reconsider how best to achieve power. He wrote these ideas in <i>Mein Kampf</i> and they became central to the Nazi Party and aided the survival of the Party</li> <li>• The consequent ban on the Nazi Party was weakly enforced and lifted in 1925, and this enabled the Nazi Party to survive, develop and grow</li> <li>• The role of Goebbels in his use of propaganda proved to be essential in the survival of the Nazi Party</li> <li>• Weaknesses of Weimar government allowed extreme parties such as the Nazis to gain support.</li> </ul>	

Question	Mark scheme
<p><b>3 (c) (ii)</b></p>	<p>'It was Nazi employment policies that had the most significant impact on German families in the years 1933–39.'</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>• Nazi employment policies</li> <li>• Nazi education policies.</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 economic implications of the three 'Ks' reinforced the domestic role of the female within the family
- Educated women lost their professional jobs and their income, e.g. female civil servants and teachers, and this impacted family income
- Interest free loans gave women the opportunity to stay at home and look after children and withdraw from the labour market
- Economic policies led to greater employment and this benefitted family prosperity.

Relevant points which counter the statement may include:

- German girls in the League of German Girls (BDM) were educated in their duty to have Aryan children
- The Nazis moved away from co-educational schools to ensure the different sexes received their appropriate education, e.g. girls undertook needlework and home crafts in order to make them homemakers
- Propaganda campaigns raised the status and profile of the family, e.g. the introduction of the Mother's Cross
- Between 1933–39 divorce laws gave men more grounds on which they could divorce spouses, e.g. racial, and this had a significant impact on the family.

#### 4: Colonial rule and the nationalist challenge in India, 1919–47

Question	Mark scheme
4 (a)	<p>What impression does the author give about the Cripps Mission?</p> <p>You <b>must</b> use Extract D to explain your answer.</p> <p><b>Target: A04 (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> <ul style="list-style-type: none"><li>• The author gives the impression that the Cripps Mission was unpopular with everybody.</li></ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"><li>• The extract says that the Cripps Mission 'was not what Congress wanted to hear'.</li><li>• The language the author uses, including 'furious', 'rejected' and 'unimpressed'</li><li>• The author has selected evidence to show that the Cripps Mission was widely unpopular and not given examples of the support it received.</li></ul>	

Question	Mark scheme
4 (b)	<p>Explain <b>two</b> effects of Direct Action on British rule in India.</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 once consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It led to communal violence as the authorities lost control, e.g. in Calcutta the streets were controlled by the Muslim League, which reduced British authority</li> <li>• Both the British and Congress blamed Jinnah for calling the Direct Action Day and the Muslim League was seen as responsible for stirring up the Muslim nationalist sentiment that led to further violence</li> <li>• Wavell was unable to get Congress and the Muslim League to call a halt and, against this background, Wavell agreed to appoint Nehru as Prime Minister of an interim government.</li> </ul>	

Question	Mark scheme
4 (c) (i)	<p data-bbox="454 250 1390 315">'The impact of the First World War on India was the main reason for the growth of nationalism in the years 1919–20.'</p> <div data-bbox="555 405 1402 651" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p data-bbox="561 414 1147 445">You may use the following in your answer:</p> <ul data-bbox="667 472 1166 562" style="list-style-type: none"> <li data-bbox="667 472 1166 504">• the impact of the First World War</li> <li data-bbox="667 530 1026 562">• the Amritsar Massacre.</li> </ul> <p data-bbox="561 611 1166 642">You <b>must</b> also use information of your own.</p> </div> <p data-bbox="454 701 1414 766"><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p data-bbox="587 792 1439 893"><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:

- India had poured men and materials into the war effort, and contributed financially through taxation and this led a growing desire for self-governance
- India's war effort led Congress to talk openly about self-government and generated nationalistic feeling
- The war saw the Muslim League and Congress bury their differences as the annulment of the partition of Bengal led the League to believe Britain would not recognise Muslims and this led to growing nationalism
- India's contribution to the war meant the Government of India Act (1919) was a huge disappointment and this led to growing nationalism.

Relevant points which counter the statement may include:

- The Hunter Report (1920) on Amritsar and the vindication of Dyer further fuelled growing Indian nationalism, as the British authorities were seen as complicit
- The Government of India Act created the Dyarchy, which divided power in the provinces and accepted separate electorates, which was a major step in the Muslim cause
- The Rowlatt Acts included trial without jury, censorship and house arrest, and were seen as Britain exerting authority and gave rise to growing nationalism
- The Rowlatt Acts alienated a wide range of Indian public opinion and fuelled growing nationalism.

Question	Mark scheme
4 (c) (ii)	<p>'It was Gandhi who made the most significant contribution to the challenge to British rule in India in the years 1927–39.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Gandhi</li> <li>• Jinnah.</li> </ul> <p>You <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:

- Gandhi used the Salt Marches to promote the idea of British power and oppression and gain support for the challenge to British rule
- Gandhi organised a second phase of civil disobedience to challenge British rule, e.g. boycotting foreign cloth, non-payment of taxes, which the Raj found difficult to stop without appearing to be oppressive
- Gandhi attended The Second Round Table Conference symbolising national unity and further encouraged support for the ending of British rule.

Relevant points which counter the statement may include:

- Jinnah was responsible for the '14 points', the basis of a new constitution for India, which signposted stepping stones that challenged British rule
- Jinnah worked hard to try to bring Congress and the Muslim League together on an agreed path that challenged British rule
- As Congress President (1929) Nehru called for complete Indian independence from the British Raj and instigated civil disobedience to challenge British rule
- Congress victories in the 1937 elections were significant as they vindicated Nehru's idea of challenging British rule in favour of creating a secular national state
- The effect of the declaration of war against Germany by Britain on India without consulting the provincial ministries resulted in Congress withdrawing representatives and encouraging disobedience to challenge British rule.

## 5: Dictatorship and conflict in the USSR, 1924–53

Question	Mark scheme
<b>5 (a)</b>	<p>What impression does the author give about Trotsky's suitability to be leader of the USSR?</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 Trotsky's claims were impressive.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"><li>• The extract says that Trotsky 'had substantial claims to the leadership'</li><li>• The language used by the author, including 'brilliant', 'clever' and 'enthusiastic support'</li><li>• The author has selected evidence to show that Trotsky had played a significant role in establishing communism in the USSR, and has not included evidence of his limitations, e.g. his perceived arrogance, or Menshevik background.</li></ul>	



Question	Mark scheme
<p><b>5 (b)</b></p>	<p>Explain <b>two</b> effects of the German invasion during the Second World War on the Soviet people.</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>• The German invasion wrought significant damage on the USSR, e.g. partial and even complete destruction of hundreds of towns and cities, thousands of villages, and millions dead</li> <li>• The German invasion 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</li> <li>• The response to the invasion exacerbated already difficult working conditions, e.g. an increase in the proportion of farm labouring done by hand as the production of tractors effectively ceased, and factory work saw 12 to 18 hour shifts, seven days a week.</li> </ul>	

Question	Mark scheme
<p><b>5 (c) (i)</b></p>	<p>'The main reason for the purges of the 1930s was Kirov's murder.'</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>• Kirov's murder</li> <li>• Stalin's insecurity.</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 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>• Kirov's murder was the immediate pretext for the purges, hunting down the secret 'Trotskyite-Zinovievite' terror group supposedly behind the assassination</li> <li>• The testimony of Kirov's assassin, Leonid Nikolayev, implicated political leaders such as Kamenev and Zinoviev, who became victims of the purges</li> <li>• Kirov's murder led to changes to the law, with a decree issued the day after depriving the accused of rights to defence and appeal</li> <li>• 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 undertake a wider purge.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>	

- Economic motivations behind the purges may include 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	
<p><b>5 (c) (ii)</b></p>	<p>'The main consequence of Stalin's policies on life in the Soviet Union was that they led to a decline in living conditions.' 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>• a decline in living conditions</li> <li>• the persecution of ethnic minorities.</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>• Targets under the Five-Year plans prioritised primary and heavy industry, and thus there was little focus or incentive to produce the consumer goods, resulting in a declining standard of living</li> <li>• There was a decline in the purchasing power of workers, with even official estimates suggesting that in 1937 real wages were only 66 per cent of their 1928 levels</li> <li>• Housing provision became more inadequate to meet the changing demands of the urban population, e.g. the vast majority of households had one room, and lacked basic facilities such as electricity, running water or sewerage</li> <li>• Living conditions for the peasantry declined, e.g. those forced onto kolkhoz faced famine, and harsh conditions contributed to the estimated 17 million who left the countryside to work in towns and cities.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Stalin believed Islam was a barrier to Soviet development, and imposed harsh policies on the Central Asia republics, e.g. cultural repression, the persecution of religious leaders, and significant mass deportations during the war years</li> </ul>	

- Certain key workers did see improvements in wages and treatment, e.g. specialist factory workers, engineers, managers and Stakhanovites did better
- There were improvements in healthcare, e.g. the socialised system of healthcare covered millions who had not been able to access medical care before, with improvements in hospital care and the treatment of infectious diseases.

## 6: A world divided: superpower relations, 1943–72

Question	Mark scheme
<b>6 (a)</b>	<p>What impression does the author give about relations between the allies at the Tehran Conference?</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 there were significant difficulties in relations.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"><li>• The extract says that there was strain over the opening up of a Second Front</li><li>• The language used by the author, including 'key tension', 'severe losses', 'urgent necessity' and 'suspicious'</li><li>• The author has selected evidence to show reasons for tension in the different needs and priorities of the USSR from those of Britain and the USA, and has not included examples such as the agreements over Poland and the war against Japan.</li></ul>	

Question	Mark scheme
<p><b>6 (b)</b></p>	<p>Explain <b>two</b> effects of the thaw in relations between the USA and THE Soviet Union from 1963 on the Cold War.</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>• Improved relations after the Cuban Missile Crisis led to the establishment of the telephone 'hotline' between the leadership of the USA and Soviet Union</li> <li>• As a result of the thaw in relations, treaties were signed limiting the testing and spread of nuclear weapons, e.g. the Partial Test Ban Treaty (1963) and Non-Proliferation Treaty (1968), reducing the dangers suggested by Mutually Assured Destruction</li> <li>• By 1972, the USA and USSR had negotiated some limits to the growth of their nuclear capabilities, e.g. the SALT 1 limits on strategic ballistic missiles, reducing the need for both sides to spend vast sums on defence.</li> </ul>	

Question	Mark scheme
<p><b>6 (c) (i)</b></p>	<p>'The main reason for the development of the Cold War, in the years 1945–49, was the actions of the Soviet Union in Eastern Europe.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Soviet actions in Eastern Europe</li> <li>• the Truman Doctrine.</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 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>• Stalin's role in the failure to follow through with promises made during the wartime conferences to allow non-communists into government in Poland strained relations between the USA and USSR</li> <li>• Soviet support led to the setting up of communist regimes in several Eastern European nations against the electorate's wishes, e.g. Rakosi had established himself as the dictator of Hungary by 1949, heightening Cold War fears over Europe</li> <li>• The growth of satellite states under Soviet influence prompted warnings and the threat of reprisals from the West, e.g. Churchill's 'Iron Curtain' speech and the issuing of the Truman Doctrine in 1947</li> <li>• The establishment of Soviet-dominated organisations such as Cominform and Comecon contributed to the division of Europe into two power blocs, increasing tension.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The input of western politicians and diplomats in the 'war of words' contributed to an escalation of tension, e.g. Churchill's 'Iron Curtain' speech provoked a reaction from Stalin</li> </ul>	



- 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	Mark scheme
<p><b>6 (c) (ii)</b></p>	<p>'The most significant development in the Cold War, in the 1950s, was the Soviet invasion of Hungary.'</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 Soviet invasion of Hungary</li> <li>• the nuclear arms race.</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>• By ending the most significant internal challenge to Soviet control of Eastern Europe in the period, the invasion demonstrated that the Soviet Union would act firmly to defend the Warsaw Pact and ensured the continuation of communist control</li> <li>• The response to the Soviet invasion demonstrated that the US accepted that existing communist nations within Eastern Europe were within a Soviet sphere of influence in which it would not intervene</li> <li>• The Soviet invasion of Hungary had a negative impact on attitudes towards communist rule, e.g. significant numbers of resignations of members of communist parties in Western Europe, and c200,000 Hungarians subsequently went into exile</li> <li>• Protest and popular rising against communist rule in Eastern Europe, such as in Poland and the actual uprising in Hungary, were significant in demonstrating the lack of genuine support for communism in the Eastern Bloc.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The Korean War had a major impact on relations, as a major step in the spread of the Cold War into Asia, and also demonstrated the potential of China and the role of organisations such as the UNO</li> <li>• Khrushchev's attempts to reshape communist control with deStalinisation, and improving relations with the West through attempts to achieve peaceful coexistence</li> </ul>	

- The development of the arms race was significant, with both the USA and USSR developing thermonuclear weapons by 1953, with concerns on both sides over the relative strength of their military capabilities
- There were significant developments in the military alliances during the 1950s, which had wider implications for the Cold War, e.g. West Germany joining NATO raised concerns within the Soviet Bloc, prompting the formation of the Warsaw Pact.

## 7: A divided union: civil rights in the USA, 1945–74

Question	Mark scheme
<b>7 (a)</b>	<p>What impression does the author give about the impact of Senator McCarthy? 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:</p> <ul style="list-style-type: none"><li>• The author gives the impression that McCarthy had an unfairly damaging impact.</li></ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"><li>• The extract says that 'most of those named were investigated and cleared'</li><li>• The language used by the author, including 'gripped', 'infamous' and 'Honourable men... unfairly accused'</li><li>• The author has selected evidence to show that McCarthy used his position to carry out witch-hunts and 'name names', but has omitted examples of actual communist espionage that was uncovered.</li></ul>	

Question	Mark scheme
7 (b)	<p>Explain <b>two</b> effects of the Watergate scandal on US politics.</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 once consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Watergate scandal increased Congressional control of the Executive and its agencies, as Congress passed laws on freedom of information, openness in government and campaign finance</li> <li>• The impeachment of Nixon and his subsequent resignation as a result of the scandal weakened the prestige and authority of the office of the presidency</li> <li>• The scandal boosted the Democratic Party, increasing its control of the Senate and Congress in the 1974 mid-terms, and contributing to Carter's presidential victory in 1976.</li> </ul>	

Question	Mark scheme
7 (c) (i)	<p>'Martin Luther King was the individual who made the biggest contribution to the civil rights movement in the 1950s and 1960s'. 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>• Martin Luther King</li> <li>• Malcolm X.</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:

- Martin Luther King's abilities as a powerful and charismatic public speaker drew national attention throughout the period, e.g. Montgomery in 1955–56 and Washington 1963
- King's abilities as an organiser had an impact on the success of campaigns, through his leadership of MIA, the formation of the SCLC and demonstrations such as Birmingham, Washington and Selma
- King's non-violent approach helped win over both key political figures such as Kennedy, as well as white voters, e.g. with the dignity and peaceful protest demonstrated at the Washington march
- Under King, the SCLC contributed significantly, by helping over 430,000 black Americans register to vote in the southern states in the 20 months after the Civil Rights Act was signed in July 1964.

Relevant points which counter the statement may include:

- Elijah Muhammad and Malcolm X, as the most prominent figures in the Nation of Islam, developed black militancy and nationalism in response to the perceived failure to address conditions in Northern ghettos
- Malcolm X's split from the Nation of Islam to establish his own organisation can be seen as broadening his influence beyond the Northern ghettos (e.g. through moderating his views on whites) while continuing to inspire a more radical view
- Stokely Carmichael, as leader of SNCC, and Floyd McKissick, as chairman of CORE, developed the Black Power movement and worked with radical white organisations in the anti-draft campaign (Vietnam)

- Some civil rights leaders criticised the approach King encouraged, arguing it was acceptance of and deference to white-dominated society, with measures such as the Civil Rights Act falling far short of genuine equality.

Question	Mark scheme
<p><b>7 (c) (ii)</b></p>	<p>'The main reason for the growth of protest movements in the years 1962–74 was the war in Vietnam.'</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>• war in Vietnam</li> <li>• the Berkeley Free Speech 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>

### 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 once consequence.

### Indicative content

Relevant points which support 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
- 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
- The war in Vietnam prompted the then biggest peace demonstration in US history, with over 200,000 demonstrating in New York in April 1967, including Martin Luther King
- 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.

Relevant points which counter the statement may include:

- Protests such as the Berkeley Free Speech Movement were a reaction against a range of concerns beyond the Vietnam War, including civil rights and the students' own perceived injustice at their treatment at the hands of authorities



- Students for a Democratic Society developed the Port Huron Statement (1962) condemning racism, poverty and the Cold War generally. They advocated a society where politicians, corporations and the military had less power
- The National Organisation for Women was founded in 1966 because of a need for action to create equality, partly as a result of the failure of the government to enforce the gender-equality provisions of the Civil Rights Act of 1964
- Radical feminism emerged from a generation of women who had been educated, who offered intellectual substance to challenge cultural and social inequality; some reacted to finding themselves treated as second-class status within other protest movements.

## 8: South Africa: from union to the end of apartheid, 1948–94

Question	Mark scheme
<b>8 (a)</b>	<p>What impression does the author give about the consequences of PW Botha's reforms? 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 Botha's reforms had negative consequences.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"><li>• The extract says that they 'did not work', and that they provoked opposition from a range of groups</li><li>• The language used by the author, including 'violently', 'horrific' and 'ungovernable'</li><li>• The author has selected evidence to show problems caused by the reforms, such as divisions amongst Black Africans.</li></ul>	

Question	Mark scheme
<p><b>8 (b)</b></p>	<p>Explain <b>two</b> effects of the Pass System on the black population.</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>• Pass laws restricted the majority of Black Africans from leaving the reserves</li> <li>• The enforcement of pass laws created resentment amongst Black Africans, e.g. regular confrontations with police over issues such as stop and search</li> <li>• Legal enforcement of pass laws led to around three million people being given criminal convictions.</li> </ul>	

Question	Mark scheme
<p><b>8 (c) (i)</b></p>	<p>'In the years 1955–78, the ANC provided the most significant resistance to apartheid.'</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 ANC</li> <li>• Black Consciousness.</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 feature.</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 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</li> <li>• 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</li> <li>• In exile, the ANC had significant success in recruiting international opposition against the South African regime, e.g. the support Oliver Tambo gained at the UN</li> <li>• The ANC had success in recruiting members after the Soweto Uprising of 1976, e.g. those joining training camps in exile in Swaziland.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> <li>• Black Consciousness was significant in organising student and youth opposition to apartheid, e.g. the 1976 Soweto Youth Uprising</li> <li>• Black Consciousness gave intellectual coherence to resistance, directly attacking acceptance of inferiority and rejecting ideas such as homelands.</li> </ul>	

Question	Mark scheme
<p><b>8 (c) (ii)</b></p>	<p>'The main reason for the repeal of apartheid in 1991 was the role played by FW de Klerk.'</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>• FW de Klerk</li> <li>• the impact of international opposition.</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:

- 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
- Building on previous secret talks with exiled leaders, de Klerk began formal negotiations between the government and the ANC, and later through CODESA and the MPNF, leading to the ratification of the new constitution in 1993
- 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.

Relevant points which counter the statement may include:

- De Klerk's actions were driven by circumstances, with the situation in South Africa having worsened, both in townships and in the impact on white South Africa, e.g. increased violence, the state of emergency, strikes, and government repression
- White South Africans increasingly came to see the regime as unfeasible in the long-term, e.g. despite media controls, they were aware of increasing problems in the townships and the lack of legitimacy of black allies in government

- The ANC played a significant role in demonstrating peaceful transition could be possible, e.g. it presented itself as a moderate party, absorbed many of the opposition supporters from the disbanded UDF and MDM, and worked closely with CONTRALESA
- The ending of the Cold War had an impact, insofar as it meant communist influence amongst opposition groups was perceived to be less of a threat, while also weakening implicit western support for South Africa as a bulwark against regional communism
- The impact of trade sanctions and disinvestment, along with the economic costs of maintaining the apartheid regime, had weakened the economy and contributed to elements of the government and white population recognising the need for change.