



Mark Scheme (Results)

June 2024

Pearson Edexcel International GCSE
In History (4WHI1) Paper 01R

Paper 1: Depth Studies

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General Marking Guidance

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

Generic level descriptors for Paper 1

Question (a)

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.
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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 or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• 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.
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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 or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• 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 go beyond aspects prompted by the stimulus points.
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 go beyond aspects prompted by the stimulus points.

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 go beyond aspects prompted by the stimulus points.
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Question	
1 (a)	What impression does the author give about Napoleon? 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 Relevant points may include: The author gives the impression that Napoleon was determined to have all the power. This is shown by the following: • The extract says '...who would have equal political authority. However, Napoleon ensured that did not happen' • The language the author uses, including 'made sure', 'complete power', 'without consulting' • The author has selected evidence that puts emphasis on the actions that Napoleon took and ignored the importance of Sieyès in the establishment of Napoleon's Consulship.	

Question	
1 (b)	Explain two effects of the reforms made by the Constituent Assembly on the Church in France in the years 1789-91. Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).
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 consequence. Indicative content Relevant points may include: • An effect was that the reforms undermined the privileged position of the Church by abolishing tithes, <i>annates</i> (payments to the Pope) and <i>don gratuit</i> (the right of the clergy to decide its own taxation) • An effect was that the reforms reorganised the way in which the Church would operate, e.g. gave it the same administrative structure as local government • An effect was that the Civil Constitution of the Clergy ended the role and influence of the Pope in the appointment of Bishops and required the clergy to live in their dioceses.	

Question	
1 (c) (i)	'In the years 1787-89, the main short-term cause of the French Revolution, was the meeting of the Estates General.' How far do you agree? Explain your answer. You may use the following in your answer: • the Estates General (May 1789) • the Assembly of Notables (February 1787). 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 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 meeting of the Estates General in May 1789, condemned the government of the ancient régime for its despotism and inefficiency and proposed significant reform • The Estates emphasised the need for regular meetings of the Estates General, no taxation without consent, freedom for the press and the abolition of the hated <i>lettres de cachet</i>, all of which undermined the power of the ancien régime • The cahiers of the Third Estate, which was within the Estates General, demanded financial equality, the rights of individual citizens, the abolition of feudal rights and agricultural and trade reform, which triggered the revolution. Relevant points which counter the statement may include: • The Assembly of Notables, in February 1787, refused to endorse the tax reforms proposed by the King's ministers, which they blocked and then recommended the convocation of the Estates General • Calonne's published tax proposals were popular with the Third Estate, which further encouraged members of the Third Estate to demand reform and a fair taxation system • As a consequence of the Tennis Court Oath, popular opinion in Paris turned against the ancien régime • The storming of the Bastille (12-14 July 1789) was significant, as a symbol of royal authority had been challenged and, with the defection of some royal troops, the king's authority was seriously damaged • The Grande Peur (July/August 1789) frightened the mainly bourgeois members of the assembly, who grew so concerned for their own property that they decided to implement liberal measures.	

Question	
1 (c) (ii)	'In the years 1792-94, the main consequence of the rule of the National Convention was the execution of Louis XVI.' How far do you agree? Explain your answer. You may use the following in your answer: • the execution of Louis XVI (January 1793) • the Edict of Fraternity (November 1792). 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

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 execution of the King split opinion within the Convention and in France, e.g. Robespierre and the Montagnards had favoured trial and execution, many Girondins had accepted the trial but had been reluctant to kill the King
- Execution of the King marked the end of absolute monarchy in France
- There was widespread revulsion at the execution of the King and this led to regional revolts
- The execution prompted widespread concern about the likely reaction from hostile European monarchies and the government lived in fear of foreign invasion.

Relevant points which counter the statement may include:

- In declaring the Edict of Fraternity, the National Convention caused the Revolutionary Wars, which saw France fighting against some European countries and a civil war against royalists and moderates in France
- The National Convention introduced the Terror, which had consequences for French citizens, e.g. between 15,000 to 50,000 were arrested, imprisoned without trial and beheaded at the guillotine, based on the 'Law of Suspects'
- The National Convention controlled the country with extreme radical 'emergency' measures, e.g. setting up the Revolutionary Tribunal, the Committee of Public Safety
- The National Convention introduced the *levée en masse*, which required all unmarried men between the ages of 18 and 25 to join the army, set up factories to produce weapons and required women and children to make uniforms.

Question	
2 (a)	What impression does the author give about Cavour's attitude towards Garibaldi? 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 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 may include: The author gives the impression that Cavour was unsure about supporting Garibaldi. This is shown by the following: • The extract says, 'Garibaldi's success in Sicily put Cavour in a difficult situation.' • The language the author uses, including, 'risk', 'feared', 'worried' • The author has selected evidence that gives emphasis to Cavour's worry about supporting Garibaldi and ignored that Cavour used interference through agents to influence Garibaldi's actions.	

Question	
2 (b)	Explain two effects of the Franco-Prussian War on Italy in 1870. 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 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 consequence. Indicative content Relevant points may include: • An effect was that it left Rome defenceless, as French troops were needed to defend French borders that were being threatened by Prussia • An effect was that Lanza's pro-unification government seized the opportunity to take control of Rome and hold a plebiscite, which approved Rome's annexation to Italy • An effect was that the War led to Rome being made the capital of the new Italian state.	

Question	
2 (c) (i)	'The main consequence of the 1848 Revolutions in the Italian states was the impact on the papacy.' How far do you agree? Explain your answer. You may use the following in your answer: • the papacy • Piedmont. 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

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:

- As a consequence of the 1848 Revolutions, the papacy confirmed its support of Austria, e.g. it was not prepared to upset Catholic Austria for the sake of Italian unity, stating that the war against Austria did not have its blessing or support
- As a consequence of the 1848 Revolutions, the papacy rejected the idea of leading any Italian confederation, e.g. Pope Pius IX issued the Allocution
- As a consequence of the 1848 Revolutions, the weakness of the papacy's temporal powers was exposed, as Italian nationalists realised that unification would not be achieved by leadership from the papacy.

Relevant points which counter the statement may include:

- In Piedmont, for the first time, people could have a say in the way the state and government was run, e.g. 1848 *Statuto* stated the Lower House of Parliament could be voted for by the public
- The 1848 Revolutions led to some absolute rulers granting liberal constitutions, e.g. in Naples, Tuscany, Modena and Parma, which gave nationalists hope regarding future unification
- The 1848 Revolutions led to the weakening of Austrian dominance as they lost control of some states, e.g. the Austrian garrison under Radetzky was forced out of Milan, the Austrians were forced out of Venice
- The 1848 Revolutions strengthened the resolve and leadership skills of some nationalists who now believed that unification could be achieved, even if it would take time
- The 1848 Revolutions gave Prussia and France greater opportunities to direct the issues affecting the peninsula and allowed them more influence over the process of unification.²¹

Question	
2 (c) (ii)	'In the years 1854-59, the Pact of Plombières was the main factor contributing towards Italian unification.' How far do you agree? Explain your answer. You may use the following in your answer: • the Pact of Plombières (1858) • the Treaty of Villafranca (1859). 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

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 Pact of Plombières was made to provoke Austria into declaring war on Piedmont, so that France could come to Piedmont's aid and help in the process of Italian unification
- The Pact of Plombières saw Savoy ceded to France, as it was predominantly French speaking, in return for the support of 200,000 French troops to aid in the war against Austria, which aided the process of unification
- The Pact of Plombières created the Kingdom of Upper Italy, which contributed towards Italian unification.

Relevant points which counter the statement may include:

- The Treaty of Villafranca weakened Austria's grip on the Italian peninsula as Austria agreed that Lombardy be given to France, which strengthened French influence on the process of Italian unification
- The Crimean War saw the involvement of Piedmont and this led to Piedmont's increasing diplomatic stature and control of the direction of Italian unity
- Orsini intended that the assassination of Napoleon would lead to a restoration of a republic in France that would then be well disposed to help in the process of Italian unification
- French military victories at the Battles of Solferino and Magenta signposted the weakening of Austria's grip over the peninsula, and this aided the process of Italian unification
- The Treaty of Turin, which formally ended the war with Austria, declared that the issue of Italy and central Europe should be decided by a Congress of European powers; this angered Piedmont who determined to bring about unification.

3 (a)	What impression does the author give about the White Rose Group? 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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Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that the White Rose Group were never going to be successful in their opposition of Hitler.

This is shown by the following:

- The extract says that 'it was a very dangerous thing to do.'
- The language the author uses, including 'quickly arrested', 'inevitable', 'immediately'
- The author has selected evidence that puts emphasis on the ease with which the White Rose Group opposition was dealt with and ignored the actual problems their protest caused, e.g. distribution of anti-Nazi leaflets and some sabotage of the war effort.

Question	
3 (b)	Explain two effects of the work of Stresemann on Germany in the years 1924-29. 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 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 consequence. Indicative content Relevant points may include: • An effect was that Germany's economy was stabilised by Stresemann's involvement in the creation of the Dawes Plan, e.g. the use of loans from the USA to repay reparations and develop the German economy • An effect was that Germany's relationship with France was improved, e.g. the Locarno Treaties guaranteed the borders that were set at the Treaty of Versailles • An effect was that Germany restored its international standing, e.g. Stresemann successfully negotiated Germany's membership of the League of Nations.	

Question	
3 (c) (i)	'In the years 1919-23, the most significant challenge to the Weimar Republic came from the Spartacist uprising.' How far do you agree? Explain your answer. You may use the following in your answer: • the Spartacist uprising (1919) • the Kapp Putsch (1920). 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 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 Spartacist uprising saw street demonstrations in Berlin, with newspaper officers being taken over, and the formation of a revolutionary committee, which proclaimed the end of the Ebert-Scheidemann government • The revolutionary committee called on the workers of Berlin to stage a general strike and 500,000 workers poured into the centre of the city, protesting against the Weimar government and calling for elections • The challenge from the Spartacists was such that the Weimar government needed the <i>Freikorps</i> to brutally crush it. Relevant points which counter the statement may include: • The early success of the Kapp Putsch significantly undermined the Weimar Republic in March 1920 • The attempted Munich Putsch (1923) by the Nazi Party had the support of opponents of the Weimar Republic, e.g. General Ludendorff • The Weimar Republic was challenged by right-wing terror organisations who carried out over 300 political assassinations, including that of the Weimar politician Walter Rathenau • The Weimar Republic faced the challenge of the restrictions imposed by the Treaty of Versailles, e.g. land loss, war guilt, military reduction • The Weimar Republic faced the challenge of post-war economic problems, e.g. reparations and hyper-inflation.	

Question	
3 (c) (ii)	'The Enabling Act was the main reason why the Nazis were able to set up a dictatorship in Germany in the years 1933-4.' How far do you agree? Explain your answer. You may use the following in your answer: • the Enabling Act (1933) • the death of President von Hindenburg (1934). 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

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 Enabling Act gave the Nazis the power to set up the dictatorship by passing laws that changed the constitution as they saw fit
- The Enabling Act effectively granted Hitler dictatorial powers by allowing him to make laws without consulting the Reichstag
- The Enabling Act gave Hitler power that he used to wipe out opposition, e.g. in May 1933 trade unions were banned, in July 1933 all political parties, except the Nazis, were made illegal.

Relevant points which counter the statement may include:

- The death of von Hindenburg (1934) allowed Hitler to combine the role of Chancellor and President into Führer, and enforce an oath of loyalty on the armed forces to the Nazi dictatorship
- Hitler was legally appointed Chancellor January 30, 1933, and this gave him the basis to begin the process of establishing a dictatorship, e.g. making deals with the army and big business
- Nazi Party policies had made them very popular, e.g. promises of restoring full employment, rearmament, which helped them ease their way in establishing a dictatorship
- The Reichstag Fire gave the Nazis a tactical and propaganda opportunity to get von Hindenburg to sign the Emergency Decree for the Protection of the German People, which suspended democratic freedoms
- The Night of the Long Knives (1934) saw Hitler purge the leadership of the SA and murder others, e.g. von Schleicher and Gregor Strasser, which cleared any opposition to the setting up of the dictatorship.

Question	
4 (a)	What impression does the author give about the Cabinet Mission? 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 Relevant points may include: The author gives the impression that the Cabinet Mission's role was to prevent the partition of India. This is shown by the following: • The extract says '...Cabinet Mission were asked to do everything possible to maintain a united India.' • The language the author uses, including 'determined', 'break the deadlock', • The author has selected evidence that puts emphasis on the Cabinet Mission's determination to prevent partition and ignored that it led to inconclusive dialogue with the Indian leadership and both sides later rejected the Plan.	

Question	
4 (b)	Explain two effects of the Simon Commission on the development of Indian independence. Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).
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 consequence. Indicative content Relevant points may include: • An effect was that it angered many Indians and strengthened their resolve to push for independence, e.g. it showed that the future of India was to be directed by British politicians based at Westminster • An effect was that it united members of Congress, Hindu leaders, liberal thinkers and some of the Muslim League in opposition to the Commission. They refused to give evidence to its commissioners • An effect was that the rejection of the Commission led to the Nehru Report, a first draft of a written constitution for India, e.g. dominion status leading to federation and then devolved power, which became significant in the push for independence.	

Question	
4 (c) (i)	'The Rowlatt Acts were the main reason why British rule in India was unpopular in 1919.' How far do you agree? Explain your answer. You may use the following in your answer: • the Rowlatt Acts (1919) • the Government of India Act (1919). 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

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 Rowlatt Acts confirmed that the promises made by the Montagu-Chelmsford reforms were meaningless and all the British intended to do was use force in their rule of India, which made them unpopular
- The Rowlatt Acts included trial without jury, censorship and house arrest, which led to Britain being seen as authoritarian and this increased its unpopularity
- The Rowlatt Acts alienated a wide range of Indian public opinion, which fuelled growing nationalism.

Relevant points which counter the statement may include:

- The Government of India Act created the Dyarchy, which was unpopular because it failed to offer Indian self-government
- The Government of India Act maintained Britain's control of military matters, foreign affairs, currency, communications and criminal law, and many nationalists were disappointed
- The Amritsar Massacre turned millions of loyal Indians against the Raj, as they now believed that British rule would not allow any form of independence
- The annulment of the partition of Bengal had led the Muslim League to believe that Britain would not recognise Muslims and this increased Britain's unpopularity among the Muslim community
- India had poured men and materials into the war effort, and contributed financially through taxation, and this led to a growing desire for self-governance, which did not happen and increased dissatisfaction with British rule.

Question	
4 (c) (ii)	'In the years 1920-27, the most significant feature of opposition to British rule was Gandhi's civil disobedience campaign.' How far do you agree? Explain your answer. You may use the following in your answer: • Gandhi's civil disobedience campaign • the Muslim League. 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

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 believed in peaceful protest, based on *satyagraha* or soul force. He promoted Indian nationalism through sit-down protests, strikes, marches and boycotts, which opposed British rule in a peaceful way
- Gandhi was instrumental in fostering growing Indian nationalism by making the Congress Party a popular one for all Indians regardless of caste or religion, e.g. untouchables, Hindus and Muslims
- Gandhi promoted the growth of Indian nationalism by encouraging Indians to oppose Britain's economic power, e.g. not buying imported British-made clothes and urged them to spin and weave their own clothes.

Relevant points which counter the statement may include:

- The Muslim League supported the Khilafat Movement, which repudiated British rule in India and legitimised Muslim participation in the Indian National Movement
- The Delhi Proposals saw the issue of separate electorates resolved, which meant that Hindu-Muslims relations had improved and together they expressed their opposition to British rule
- The Hunter Report (1920) on Amritsar and the vindication of Dyer fuelled opposition to British rule and growing Indian nationalism, as the British authorities were seen as complicit
- The Indian National Congress was instrumental in promoting Indian nationalism through the idea of eventual independence and throughout the 1920s opposed British rule and worked to overthrow it
- There was considerable opposition to British rule as a result of the failure to have Indian representation on the Simon Commission, which further fuelled the growth of Indian discontent.

Question	
5 (a)	What impression does the author give about changes to education in the Soviet Union? 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 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 may include: The author gives the impression that the changes to education were very significant for the USSR. This is shown by the following: • The extract says that the changes were essential to create communism and that the changes had a significant impact, e.g. on literacy rates • The language the author uses, including 'even adults who could not read...', 'striking' and 'huge expansion' • The author has selected evidence to show the significance of changes to education, but has not included the limitations which resulted from a lack of funding for these programmes.	

Question	
5 (b)	Explain two effects of the purges of the 1930s on the Soviet Union. Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).
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 consequence. Indicative content Relevant points may include: • An effect of the purges was that they severely weakened the Communist Party, removing a series of high-profile figures in the Show Trials of 1936–38, and strengthened Stalin's personal grip on the party • An effect of the purges was that they disrupted economic and social life, removing managers and workers accused of industrial sabotage, and leading to the arrest of one in eighteen of the population • An effect of the purges was that they weakened the Soviet Union's military capabilities, with 35,000 of the officer corps being either imprisoned or shot.	

Question	
5 (c) (i)	'The main reason for Stalin's success in the leadership struggle was the weaknesses of Trotsky.' How far do you agree? Explain your answer. You may use the following in your answer: • Trotsky's weaknesses • Stalin's position within the Communist Party. 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 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: • Trotsky made little effort to build a broad support base within the Communist Party, which made it difficult for him when facing Party Congresses that tended to contain significant numbers of supporters of Stalin • Factors such as his Jewish origins, late conversion to Bolshevism and failure to attend Lenin's funeral counted against Trotsky • Trotsky's own errors of judgement weakened his cause, e.g. his attack on party bureaucracy in 1924 at a time when he needed support, or his attack on Lenin's economic policies in the same year. Relevant points which counter the statement may include: • Stalin held significant positions within the Communist Party, most notably that of General Secretary, which gave him a strong power base, such as the loyalty owed to him by the wave of recruits who had joined in the mid-1920s • Stalin was more astute than his rivals in ensuring he introduced, or was associated with, policies which were well suited to Soviet needs at the time, e.g. 'Socialism in One Country' • The decision by Stalin's rivals not to publish Lenin's testimony on the grounds it would damage party unity was a mistake, insofar as the testimony would have significantly weakened Stalin's claims to be Lenin's chosen successor • Zinoviev had significant weaknesses that limited support for him within the Party, including his naked ambition and his previous disagreements with Lenin • Other potential candidates had significant weaknesses, e.g. Lenin had raised doubts over the extent to which Bukharin's views were truly Marxist, whilst Kamenev was regarded as an overly cautious compromiser and an uninspiring public speaker.	

Question	
5 (c) (ii)	'The most significant feature of Stalin's economic policies, in the years 1924-33, was industrialisation.' How far do you agree? Explain your answer. You may use the following in your answer: • industrialisation • collectivisation. 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 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: • Industrialisation saw significant success in terms of GNP growth, doubling from 1928 to 1940, and with significantly higher annual growth rates than most other nations at a time of global depression • There was significant success in many key areas of heavy industry, e.g. the output of coal, steel, oil and electricity saw huge increases from the 1920s to 1941 • Many key industrial workers saw significant improvements in wages and treatment, e.g. specialist factory workers, engineers, managers and Stakhanovites did better • Industrialisation saw major changes to the life of the significant section of the working-class who gained promotion, e.g. the 'proletarian advancement' programme saw 150,000 retrain as engineers and administrators. Relevant points which counter the statement may include: • A declining standard of living was clearly notable, as targets under the Five-Year plans prioritised primary and heavy industry, and thus there was little focus or incentive to produce consumer goods • Forced collectivisation played a significant role in the widespread famine from 1932, with an estimated 7 million deaths across the Ukraine, Kazakhstan and the Caucasus • Collectivisation was significant as it meant that many peasants were forced to move on to collective farms, and was politically significant as it helped move the Soviet Union move further towards socialism, e.g. with the elimination of Kulaks • The development of Machine Tractor Stations was a significant feature of Stalin's economic policies, with over 530,000 machines being under state control for use by the peasantry by the late 1930s.	

Question	
6 (a)	What impression does the author give about relations between the allies during the Second World War? 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 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 may include: The author gives the impression that there were significant tensions during the Second World War. This is shown by the following: • The extract says that Stalin was annoyed over the reluctance to open a second front earlier, and that the Western powers were concerned over Soviet intentions and actions in Eastern Europe • The language the author uses, including 'annoyed', 'seriously damaged' and 'suspicious' • The author has selected evidence to show tension between the allies, but has not included how they worked together during the various conferences.	

Question	
6 (b)	Explain two effects of Imre Nagy's actions on events in Hungary in 1956. Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).
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 consequence. Indicative content Relevant points may include: • An effect of Imre Nagy's involvement was that, upon his return, he was able to persuade Soviet tanks to withdraw, temporarily reducing tension • An effect of Nagy's actions was to encourage protest for further reform, e.g. his release of political prisoners and permitting of banned political groups led to a coalition government being announced • An effect of Nagy's actions was that they led to the Soviet invasion, as Khrushchev, under pressure from other leaders, saw the intention to leave the Warsaw Pact and seek UN involvement as having gone too far.	

Question	
6 (c) (i)	'The main reason for the development of the Cold War, in the years 1947–49, 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 • The Berlin Crisis (1948-49). 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 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: • Truman's actions in 1947 marked a decisive shift in approach, with the USA's break from cooperation with the USSR to a degree of confrontation, demonstrating to Stalin the USA's willingness to act to contain the spread of communism • The Truman Doctrine was significant as it committed the USA to the defence of Western Europe, and so marked a key step in the division of Europe between East and West • The Marshall Plan increased divisions between East and West, as the use of American funds highlighted the economic weaknesses of the Soviet Union and so humiliated and angered Stalin, who referred to this as 'dollar imperialism' • 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. Relevant points which counter the statement may include: • Stalin's actions over Berlin increased disagreement between the powers, with the blockade and airlift serving as an open rift between the former allies, lasting nearly a year and resulting in a severing of trust • The Berlin Crisis was significant as it convinced Truman and the West of the need to strengthen Western Europe against Soviet expansion, leading to the establishment of military alliances • The setting up of Soviet-backed communist regimes in several Eastern European nations against the electorate's wishes heightened Cold War fears over Europe e.g. Czechoslovakia in 1948 • The establishment of Soviet-dominated organisations, such as Cominform and Comecon, contributed to the division of Europe into two power blocs, increasing tension.	

Question	
6 (c) (ii)	'The most significant crisis in the Cold War in the 1960s was the Cuban crisis.' How far do you agree? Explain your answer. You may use the following in your answer: • Cuba • Czechoslovakia. 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

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:

- US involvement in the failed Bay of Pigs invasion was significant as it strengthened Castro's position in Cuba, drew Cuba and the Soviet Union closer together, and resulted in increased arms shipments to Cuba through the spring and summer of 1962
- The crisis over Cuba was significant as it saw increasing concern within the USA at the notion of a near neighbour developing such close relations with the Soviet Union
- The discovery of the development of nuclear ballistic missiles in Cuba saw a crisis which many on both sides felt was the closest the US and Soviet Union came to direct confrontation
- The resolution of the crisis was significant both in appearing as a victory for Kennedy, with Khrushchev having backed down, as well as in leading to both the US and Soviet Union taking steps to mitigate against future crises, e.g. establishing the hotline.

Relevant points to counter the statement may include the following.

- As a result of the Soviet invasion of Czechoslovakia, the Brezhnev Doctrine was introduced to send a message to the West that the Soviet Union would not allow liberalisation
- The Soviet invasion of Czechoslovakia was significant as there was a reduced threat of conflict over 'containment' between the East and West, as the USA accepted the Soviet reassertion of its claim over Eastern Europe
- The construction of the Berlin Wall led to a serious stand-off between the two superpowers, e.g. it led to disputes over checkpoints, and Kennedy's visit to West Berlin, following the building of the Wall, increased rivalry and tension
- The U2 Crisis of 1960 was significant as it increased tension between the two superpowers. There were bitter exchanges between Khrushchev and Eisenhower at the Paris Summit.

Question	
7 (a)	What impression does the author give about the impact of Gerald Ford's pardoning of Nixon? 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 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 may include: The author gives the impression that the pardoning of Nixon had a damaging impact on Ford's presidency. This is shown by the following: • The extract says that the pardoning of Nixon resulted in a huge drop of support for Ford, and that Ford himself was severely hit by the reaction to the pardon • The language the author uses, including 'not in the mood to forgive Nixon', 'steepest drop' and 'devastated' • The author has selected evidence to show that Ford was widely blamed over Nixon's pardon, but has not included how some did see the pardon as justified as it included the presumption of guilt.	

Question	
7 (b)	Explain two effects of Phyllis Schlafly on the women's liberation movement in the USA. 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 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 consequence. Indicative content Relevant points may include: • An effect of Phyllis Schlafly was that she made a significant contribution to the Equal Rights Amendment stalling and ultimately not being ratified • An effect of Phyllis Schlafly was that she contributed to political debate being reawakened on issues which conservatives felt had been ignored in the 1960s, e.g. issues such as family life, divorce and Christian values becoming central again • An effect of Phyllis Schlafly was that she galvanised support and involved women who had previously been unlikely to be interested in politics, e.g. the involvement of stay-at-home mothers and Christian women in the STOP ERA campaign.	

Question	
7 (c) (i)	'The main reason why progress was made in the civil rights of black Americans in the 1950s was the influence of the Supreme Court.' How far do you agree? Explain your answer. You may use the following in your answer: • The Supreme Court • President Eisenhower. 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 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: • From the 1950s, the Supreme Court began to incorporate the Bill of Rights, and thus force states to abide by it, a significant departure from the approach that had held since the late 19th century • The appointment of Earl Warren as Chief Justice from 1953 marked a significant shift, from which point the Supreme Court was far more willing to support measures favourable to the civil rights of black Americans • Supreme Court decisions such as those made in the cases of Sweatt v Painter and McLaurin v Oklahoma (1950) made it more difficult for states to use the notion of 'separate but equal' facilities to deny black Americans their rights • The Brown versus Topeka judgement was significant, as a judicial backing was given to a challenge to discrimination, unanimously declaring that separate but equal facilities in education were unconstitutional, and should be desegregated. Relevant points which counter the statement may include: • President Eisenhower's decision to send 1,000 troops to Little Rock and place the national guard on federal service made a significant contribution to desegregation • The 1957 Civil Rights Act, proposed by Eisenhower, made a symbolic contribution as the first civil rights legislation in decades, demonstrating the federal government's commitment to progress • By 1956, the Montgomery Bus Boycott ended segregation on buses in Montgomery, and saw the creation of the Montgomery Improvement Association, demonstrating the effectiveness of grassroots groups in improving in civil rights • The murder of Emmett Till, and subsequent acquittal of his killers, increased media coverage of civil rights issues and galvanised public opinion, leading to protests across the USA and increased calls for federal intervention.	

Question	
7 (c) (ii)	'The most significant development towards gaining civil rights in the 1960s was the growth of the Black Power movement.' How far do you agree? Explain your answer. You may use the following in your answer: • Black Power • the Civil Rights Act (1964.) 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 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: • Black Power marked a significant shift in the civil rights movement, with a more confrontational approach, and a more dispersed approach, both geographically and in terms of its social and cultural reach, beyond mere political rights • Black Power was significant as it raised consciousness and promoted cultural identity, e.g. the 'Black is Beautiful' movement aimed at rejecting judgement against the norms of white culture and society, and positively promoting inherent black virtues • The emergence of Black Power was significant as it highlighted frustrations with the slow-moving efforts of previous efforts to seek improvements through integration, and increasingly came to see self-determination as crucial to achieving equality. Relevant points which counter the statement may include: • The Civil Rights Act (1964) was significant as it specifically outlawed discrimination on the basis of race or colour in voter registration, schools, employment, public spaces and in the provision of services (like theatres and restaurants) • The Civil Rights Act gave the Federal Government the power to withhold funds from states for federally-funded projects in the event of non-compliance, and the Attorney General the power to enforce desegregation in schools. • The Voting Rights Act was significant as it forbade discriminatory voting tests and allowed the Attorney General to supervise voter registration. It led to a massive increase in the number of black Americans registered to vote • The Nation of Islam - and prominent figures such as Elijah Muhammad and Malcolm X - were significant as they developed black militancy and nationalism in response to the perceived failure to address conditions in Northern ghettos	

- Numerous other events and campaigns were significant, e.g. the Greensboro sit-in (1960), the March on Washington (1963) and the Mississippi Freedom Summer (1964) all attracted public, media and government attention and support.

Question	
8 (a)	What impression does the author give about 'petty apartheid' in 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.
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 may include: The author gives the impression that it was difficult and costly to achieve. This is shown by the following: • The extract says that the government's efforts to achieve petty apartheid incurred extra effort and cost, at times for limited effect • The language the author uses, including 'challenging', 'efforts to organise' and 'expensive' • The author has selected evidence to show that achieving petty apartheid was difficult, but has not included how petty apartheid had been operating anyway.	

Question	
8 (b)	Explain two effects of Steve Biko on the opposition to apartheid in South Africa. Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).
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 consequence. Indicative content Relevant points may include: • An effect of Steve Biko was that he gave intellectual coherence to resistance, e.g. directly attacking acceptance of inferiority and the use of the word 'black' as opposed to the negative 'non-white' • An effect of Steve Biko was that he established the South African Students' Organisation and wrote columns in the student newspaper, encouraging activists to organise and spread ideas to engage black youths in community improvement • An effect of Steve Biko was that he established facilities such as clinics and cottage industries, which gave practical support to Africans and encouraged further independent improvement.	

Question	
8 (c) (i)	'The main consequence of Botha's reforms, in the years 1978-90, was an increase in opposition amongst Afrikaners.' How far do you agree? Explain your answer. You may use the following in your answer: • Afrikaner opposition • the State of Emergency (1985-90). 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 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 reforms led to opposition from those within the Nationalist Party who saw the reforms as a threat to white minority rule, leading to the creation of the Afrikaner Conservative Party, which gained enough support to become the main opposition • The 1987 election saw the Conservative Party gain 37 per cent of the Afrikaner vote, in response to concerns amongst the white population over the impact of Botha's reforms, e.g. the decline in their standard of living, the end of the colour bar • The AWB used Botha's reforms as a rallying point, speaking out against the lifting of restrictions, committing acts of violence against non-white South Africans, and growing in support to number 5-7 per cent of the white population. Relevant points which counter the statement may include: • The reforms provoked rioting and township unrest, and ultimately led to the necessity of the State of Emergency being declared in 1985 • Botha's reforms gave hope to anti-apartheid groups that the government was weakening – they triggered a wave of protest in the mid-1980s, encouraged radicals within the ANC and Inkatha, and fostered new movements such as the UDF • Botha's reforms led to the increased political involvement of black South Africans in local politics, e.g. the establishment of urban councils, as well as increased investment in townships • Botha's reforms provoked a negative reaction amongst some urban black South Africans, e.g. there was tension created as a result of the powers devolved to urban councils and the subsequent rent rises, or accusations of councillors being 'sell outs' • The deteriorating situation created by the failed attempt at reform led to Botha's government bypassing much of the recently established constitutional change, and thus led to an increased police and military presence in South Africa.	

Question	
8 (c) (ii)	'The main reason for the repeal of apartheid (1991) was the role played by FW de Klerk.' How far do you agree? Explain your answer. You may use the following in your answer: • FW de Klerk • international opposition. 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 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: • De Klerk was significant as the first leader who accepted that apartheid would have to end completely and be replaced by black majority rule • De Klerk made the ANC and other previously banned parties (e.g. the PAC and SACP) legal, which contributed to the repeal of apartheid, as it was a crucial step in negotiation for both repeal and a future political settlement • De Klerk undertook measures that weakened those within the South African state who resisted the repeal of apartheid, e.g. he curbed the influence of the State Security Council and elements of the military. Relevant points which counter the statement may include: • International pressure and economic action against apartheid began prior to PW Botha's reforms, e.g. the impact of sanctions and disinvestment, weakened the economy and led to the recognition of the need for change • The ending of the Cold War had an impact, insofar as it meant communist influence amongst opposition groups, was perceived to be a lesser threat, while also weakening implicit western support for South Africa as a bulwark against regional communism • Church leaders were vocal opponents throughout the 1980s, encouraging opposition and creating pressure for reform through leadership of groups such as the UDF, and activities such as mass rallies • Reform resulted from the obvious failings of apartheid, e.g. white South Africans came to see the regime as unfeasible in the long-term, with growing awareness of 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.	

