



Mark Scheme (Results)

Summer 2025

Pearson Edexcel International GCSE
In History (4WHI1)
Unit 1R: Depth Studies

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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.

How to award marks

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met

Generic level descriptors for Paper 1

Question (a)

Target: A04 (6 marks): Analyse and evaluate historical interpretations in the context of historical events studied.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	- Simple, valid comment is offered about an impression. or - Simple comprehension of the extract is shown by the selection or paraphrase of some content to imply an impression.
2	3–4	Answer offers valid comment that infers an impression. Comprehension and some analysis of the extract is shown by selecting material to support the inference.
3	5–6	Answer explains the impression given, analysing the author's selection and treatment of material in the extract to support the explanation.

Question (b)

Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• Simple comment is offered about consequence(s). [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–5	• Features of the period are analysed to explain consequences. [AO2] • Specific information about the topic is added to support the explanation. [AO1] Maximum 4 marks for an answer dealing with only one consequence.
3	6–8	• Features of the period are analysed to explain consequences and to show how they led to the outcome. [AO2] • Accurate and relevant information is included to support the explanation, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] No access to Level 3 for an answer dealing with only one consequence.

Question (c)

Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple 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	
1 (a)	What impression does the author give about the financial situation in France in the 1780s? 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 following: The author gives the impression that the financial situation in France in the 1780s was poorly managed. This is shown by the following: • The extract says, '...meant that the country was spending more than it was earning.' • The language the author uses, including, 'wasteful', 'enormous costs', 'extravagance' • The author has selected evidence that puts emphasis on the poorly managed financial situation and ignored attempts to solve France's financial problems, e.g. removal of internal customs barriers, introduction of temporary taxes.	

Question	
1 (b)	Explain two effects of the role of the Sans Culottes on the French Revolution in the years 1791-92. 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 the following: • An effect was that they increased support for France to become a Republic, e.g. 17 July 1791, the Sans Culottes massed on the <i>Champ de Mars</i> to sign Republican petitions, despite being fired upon by the National Guard • An effect was that their coercion of the Legislative Assembly led to it suspending the monarchy, e.g. August 1792, the Sans Culottes invaded the <i>Tuilleries</i> palace, slaughtered the Swiss garrison and surrounded the Legislative Assembly • An effect was that their clearing of Paris prisons of counter-revolutionaries and traitors led to bloody massacres, e.g. September 1792, they carried out one of the bloodiest incidents of the revolution, the September Massacres.	

Question	
1 (c) (i)	'In the years 1793-94, the main impact of the Terror was the attack on the Catholic Church.' How far do you agree? Explain your answer. You may use the following in your answer: • the Catholic Church • the elimination of the Girondins. You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (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 following: • The Catholic Church was attacked with a campaign to close all churches by the spring of 1794 • The Terror led to the destruction of religious signs and symbols, e.g. the Paris commune destroyed religious and royal statues, and changed street names with religious connections • The position of priests was attacked, e.g. they were forced to marry or adopt orphans, the paying of clerical salaries was stopped in May 1793, and the wearing of clerical dress was banned • The religious significance of Notre Dame was ended; it became the 'Temple of Reason'. Relevant points which counter the statement may include the following: • The Terror saw the reversal of Girondin decentralisation policies and attempts to eliminate them completely, e.g. 29 Girondin deputies and two ministers were arrested • The Terror had an impact on French citizens, e.g. between 15,000 and 50,000 were arrested, imprisoned without trial and beheaded at the guillotine, based on the 'Law of Suspects' • The Terror resulted in key figures who had supported the revolution, e.g. Danton coming under 'suspicion' and being killed.	

Question	
1 (c) (ii)	'The main reason for the fall of the Directory (1799) was the role of Napoleon Bonaparte.' How far do you agree? Explain your answer. You may use the following in your answer: • Napoleon Bonaparte • Directory weaknesses. 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 following: • Napoleon's military success, e.g. the Italian Campaign, undermined the Directory and led many people to see Napoleon as the 'son of the revolution' and as a national hero and leader • Napoleon's triumphal progress through France on his return from Egypt suggested to many that he ought to be the leader • As the coup de Brumaire progressed slowly, Napoleon's impatience for action led him to take control of the situation, e.g. the bribing of members of the Council of 500 and Council of the Ancients to agree to the Law of Brumaire. Relevant points which counter the statement may include the following: • The Directory's weakness in dealing with France's economic and social problems and with the royalist rising in the west causing the potential for civil war, the Directory lost much support to govern • The role of Sieyès in wanting and initiating the coup de Brumaire was significant in undermining the Directory and bringing it to an end • It was the 1799 Constitution that gave effective power to Napoleon as the 'First Consul' and this effectively ended the Directory • The armies of the Second Coalition (GB, Russia, Austria, and Ottoman Empire) threatened France with invasion and this hastened the need for a change of government and led to the fall of the Directory.	

Question	
2 (a)	What impression does the author give about the 1848 Revolutions in the Italian states? 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 following: The author gives the impression that the 1848 Revolutions in the Italian states had failed. This is shown by the following: • The extract says that 'After the 1848 Revolutions, there were many revolutionaries who were extremely disappointed.' • The language the author uses, including 'completely destroyed', 'shattered', 're-established' • The author has selected evidence that puts emphasis on the failure of the 1848 Revolutions in the Italian states and ignored that there was some success, e.g. the <i>Statuto</i> survived as a constitution in Piedmont.	

Question	
2 (b)	Explain two effects unification on Italy in the years after 1861. 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 the following: • An effect was that Italy became a constitutional monarchy, not a republic, as Mazzini had wanted, and not a federation under the Pope. This did not satisfy some in Italy. • An effect was that Italy did not become fully democratic, e.g. voting was restricted to males, over 25 years old, literate and tax paying. This accounted for about two percent of the population • An effect was that Piedmont was able to impose strong central government on Italy and weaken local government. A single system of civil law was adopted throughout the country, based on that of Piedmont, e.g. civil marriage.	

Question	
2 (c) (i)	'Economic expansion was the most important feature of Piedmont's development in years 1849-54.' How far do you agree? Explain your answer. You may use the following in your answer: • economic expansion • Church reform. You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (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 following: • There was significant investment of foreign capital into Piedmont, much of it coming from France, which led to the economic development of Piedmont • By the end of 1851, Piedmont had signed free trade treaties with Portugal, France, Britain and Belgium, which assisted economic expansion through increased trade in exports and imports • Public money was used in the building of the rail linkage of Milan, Turin, Genoa and the French border, which opened access to trade and aided Piedmont's economic development • Government subsidies for a range of enterprises resulted in economic expansion in Piedmont, e.g. the electric telegraph linked Turin and Paris, and canal building started Relevant points which counter the statement may include the following: • Cavour pursued an anti-clerical policy, which undermined the Catholic Church's dominant position in Piedmont and weakened the power and influence of the Papacy and Austria in Piedmont • Cavour decreased the influence of the Church by abolishing monastic orders and confiscating Church land, which was taken over by the State • Cavour used the <i>connubio</i> to strengthen Parliament at the expense of the monarchy, as it created a tactical alliance at the centre of politics, which benefitted Piedmont's political development.	

Question	
2 (c) (ii)	'The actions taken by France was the main reason for the defeat of Austria in 1859'. How far do you agree? Explain your answer. You may use the following in your answer: • the actions taken by France • Garibaldi. You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (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 following: • In July 1858, Napoleon III met Cavour at Plombières and an agreement was reached. France and Piedmont would ally themselves in a war against Austria, which meant its enemies were stronger • Napoleon III agreed to supply 200,000 troops to help drive Austria out of the peninsula, meaning that Austria had to fight a war on two fronts • The French victories at the battles of Magenta (4 June 1859) and Solferino (24 June 1859) saw the defeat of Austria, e.g. the Austrians were forced out of Lombardy and Austria lost its grip on the peninsula. Relevant points which counter the statement may include the following: • The defeat of Austrian armies by Garibaldi's <i>Cacciatori delle Alpi</i> at Como in May 1859, helped paved the way for further military success against Austria and its defeat • The defeat of Austrian armies at Palestro (May 1859), by the Piedmontese army, helped pave the way for further military success against Austria and its eventual defeat • The leadership of the Austrian armies was weak. The Austrian emperor left the command of the armies to the less capable Grunne and Gyulai, rather than the more competent Benedek and Hess • The mobilisation of the Austrian armies was slow and affected by poor weather, which gave their enemies time to mobilise and plan for victory.	

Question	
3 (a)	What impression does the author give about the Weimar Republic in 1920? 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 following: The author gives the impression that the Weimar Republic was in a chaotic situation in 1920. This is shown by the following: • The extract says that '...were ones of considerable disorder.' • The language the author uses, including 'violence', 'victims', 'kill anyone' • The author has selected evidence that puts emphasis on the chaotic situation that the Weimar Republic was in and ignored that in June 1920 a centre-right coalition government was able to calm the situation and restore some order.	

Question	
3 (b)	Explain two effects of the opposition to Hitler on the Third Reich in the years 1939-45. 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 the following: • An effect was that it undermined the Third Reich, as opposition to Hitler's rule from military generals after 1940 became a major problem, e.g. the Kreisau Circle, Stauffenberg and the July Plot • An effect was that it disrupted the war effort, e.g. youth opposition to Hitler's rule continued during the war years, e.g. the Edelweiss Pirates attacked members of the Hitler Youth; White Rose sought to disrupt the war effort • An effect was that it led to growth of communism, e.g. Uhrig organised communist resistance cells and, by 1941, there were 89 factory cells in Berlin alone.	

Question	
3 (c) (i)	'In the years 1923-29, the main reason for the recovery of Germany was the Locarno Treaties.' How far do you agree? Explain your answer. You may use the following in your answer: • the Locarno Treaties (1925) • the <i>Rentenmark</i> (1923). 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 following: • 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 • 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 • As a consequence of the Locarno Treaties Germany felt that it was now a respected European nation and could negotiate with other nations, e.g. the Kellogg-Briand Pact. Relevant points which counter the statement may include the following: • The <i>Rentenmark</i> currency was introduced in October 1923, to stop the hyperinflation that had ravaged Weimar Germany since 1922. It helped to stabilise the German economy and became the <i>Reichsmark</i> in 1924 • Germany's membership of the League of Nations restored Germany's international standing after the humiliation of the Treaty of Versailles and allowed Germany to participate in the maintenance of European peace • The Dawes Plan brought USA loans into Germany's economy and this helped industry expand, which contributed to Germany's recovery • Stresemann's influence in the Reichstag did much to ensure that the Weimar Republic remained politically stable and this assisted recovery.	

Question	
3 (c) (ii)	'In the years 1933-39, it was Nazi education policies that had the most significant impact on the lives of the German people.' How far do you agree? Explain your answer. You may use the following in your answer: • Nazi education policies • Nazi policies to reduce unemployment. 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 following: • The Nazis used education to make young people loyal and obedient members of a <i>Volksgemeinschaft</i>, there was to be no room for the individual, but a focus on the collective • The teaching profession was brought more into line, with a purge in 1933, which led to some teachers losing their jobs, e.g. under the Law for the Restoration of a Professional Civil Service, which removed teachers of 'non-Aryan descent' • The Nazis introduced school textbooks glorifying nationalism and militarism, and stripped schools and libraries of 'degenerate' literature, which restricted freedom of expression and fuelled anti-semitism • In schools, the Nazis introduced new subjects and new approaches to teaching, which indoctrinated young people with Nazi ideas, e.g. 'Racial Theory'. Relevant points which counter the statement may include the following: • In June 1933, the Nazis introduced the Law to Reduce Unemployment, e.g. work schemes, building <i>Autobahnen</i>, rearmament, which significantly reduced unemployment from 25.9% (1933) to 7.4% (1936) • Nazi policies towards workers, e.g. banning of the trade unions and their replacement with the German Labour Front, which gave the Nazis greater control over workers • Nazi policies towards women, e.g. the three 'Ks', reinforced the Nazi idea of the role of women; women gained interest-free state loans; after 1937, women had increased employment opportunities.	

Question	
4 (a)	What impression does the author give about the reasons for Gandhi's Salt March (1930)? 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 following: The author gives the impression that Gandhi wanted to use the Salt March to encourage Indians to defy British rule. This is shown by the following: • The extract says that '...then issued a public statement, confessing that he had broken the law' • The language the author uses, including 'urged', 'broke the law'', 'like a declaration of war' • The author has selected evidence that puts emphasis on Gandhi's intention for the march being to get Indian people to protest and ignored that his main aim was to gain concessions from the British.	

Question	
4 (b)	Explain two effects of the First World War on India in 1919. 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 the following: • An effect was that it increased taxation for all Indians, e.g. India had contributed £140 million to the war, of which over a half came from loans, which had to be repaid • An effect was that it led many Indians to believe that 'Home Rule' would come, yet the Government of India Act 1919 did not deliver, which led to unrest and violence • An effect was that it led to a rise in nationalism within India and the British Raj responded in 1919 with repression to counter it, e.g. the Rowlatt Acts were enacted and enforced.	

Question	
4 (c) (i)	'In the years 1920-27, Gandhi was the main driving force behind the rise of Indian nationalism.' How far do you agree? Explain your answer. You may use the following in your answer: • Gandhi • the Hunter Report (1920) on Amritsar. 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 following: • Gandhi's leadership of the Congress Party led to the Party becoming more popular with Hindus, Muslims and the untouchables as it drove nationalism and independence • Gandhi's campaigns, based on peaceful protest and civil disobedience, fostered a sense of Indian identity and nationalism • Gandhi encouraged other members of Congress, e.g. Nehru, to involve themselves in peasant communities and promote a sense of Indian nationalism • Gandhi used his imprisonment to promote dissatisfaction with British rule and this aided growing Indian nationalism. Relevant points which counter the statement may include the following: • The Hunter Report (1920) on Amritsar fuelled growing nationalism, as the British authorities were seen as complicit • Jinnah made the bold offer to Congress to end his support for separate elections in order to aid Indian nationalism • The Khilafat Movement, which repudiated British rule in India, gained the support of Muslim communities within India and aided the rise of Indian nationalism.	

Question	
4 (c) (ii)	'The impact of the 'Quit India' campaign was the main reason why India gained independence.' How far do you agree? Explain your answer. You may use the following in your answer: • the 'Quit India' campaign • the British Labour Government (1945). 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 following: • The 'Quit India' campaign was launched as a mass protest demanding what Gandhi called 'An Orderly British Withdrawal' from India and this mobilised Indian support in favour of independence • The 'Quit India' campaign led to the President of the USA putting pressure on the British to grant independence when the war ended • The 'Quit India' campaign led the British government to realise that India was ungovernable in the long term due to the cost, and that it needed to exit gracefully and peacefully. Relevant points which counter the statement may include the following: • The links between Congress and the Labour Party were longstanding and when Labour formed a government in July 1945, the likelihood that Indian independence would happen became a significant reality • The Second World War loosened Britain's hold on India because of the costs for the British to fight the war and maintain India as a colony and this led to independence • Direct Action led to uncontrollable violence and hastened the need for independence as a solution • The work of Mountbatten was a decisive factor in the gaining of independence, as his brief was to transfer power on the basis of the Cabinet Mission Scheme.	

Question	
5 (a)	What impression does the author give about Stalin's contribution during the Second World War? 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 following: The author gives the impression that Stalin's contribution was hugely significant in motivating the Soviet people during the war. This is shown by the following: • The extract says that Stalin's decision to emphasise patriotism motivated the Russian people to survive and ultimately win • The language the author uses, including 'mobilise his people', 'clearly inspired' and 'heroic achievement' • The author has selected evidence to show the significance of Stalin's leadership, but has not included his poor response in the face of the initial German invasion.	

Question	
5 (b)	Explain two effects of Stalin's policies on living conditions in towns in the Soviet Union. Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).
Marking instructions 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 the following: • An effect of Stalin's policies was that fewer consumer goods were produced, as the Five-year Plans prioritised heavy industry, which meant a declining standard of living for urban dwellers, with shortages of even basic goods such as soap • An effect of Stalin's policies was a decline in the purchasing power of urban workers, which reduced living standards, with even official estimates suggesting that in 1937 real wages were only 66 per cent of their 1928 levels • An effect of Stalin's policies was that living conditions and housing conditions in towns worsened as a result of the failure to provide sufficient facilities for the estimated 17 million who moved into urban areas as part of industrialisation.	

Question	
5 (c) (i)	'The main reason for collectivisation, in the years 1928-41, was to remove the kulaks.' How far do you agree? Explain your answer. You may use the following in your answer: • Kulaks • industrialisation. 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 following:

- Collectivisation was motivated by the desire to portray the kulaks as ideological enemies and rid such capitalist influences from the countryside, with Stalin's instruction to 'liquidate the kulaks as a class'
- The kulaks were deemed to have caused/exacerbated the grain procurement crisis of 1927-29 by withholding grain, and thus collectivisation was seen as necessary to help prevent future shortages
- The elimination of the kulaks and collectivisation of rural resources was intended to appeal to poorer peasants, who would benefit from the resources of the kulaks and share in a much greater harvest.

Relevant points which counter the statement may include the following:

- Collectivisation was intended to support industrialisation in that it would encourage greater migration from rural areas to urban ones, thus contributing to the necessary workforce
- It was intended that the grain surplus produced by collectivisation would make a significant contribution to industrialisation through grain exports raising funds to finance industrial machinery
- Collectivisation was motivated by political factors, as part of Stalin's struggle against the likes of Bukharin and the right-wing of the Party
- Collectivisation was intended to overcome peasant attitudes, which were not geared towards producing a surplus in order to feed industrial workers, and was intended to embed socialism amongst the peasantry, through the community of the kolkhoz
- Collectivisation was motivated by the desire to control all the peasantry, with Stalin viewing those who did not cooperate as enemies of the people; the kolkhoz enhanced the ability of the Party to oversee the peasantry.

Question	
5 (c) (ii)	'The most significant method used to control political opposition to Stalin's rule in the 1930s and 1940s was NKVD terror.' How far do you agree? Explain your answer. You may use the following in your answer: • NKVD terror • purges. • 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 following: • NKVD terror was a vital element of control, encompassing both political and ordinary police, with widespread powers to arrest, hold and interrogate real or imagined opponents • The significance of the NKVD grew as it radicalised under Yezhov in the years 1936-38, operating with targets for arrests, exiles and executions, and wider use of indiscriminate terror • Stalin increasingly emphasised the role of the NKVD, e.g. he set targets for the number of arrests and executions they were expected to make, and purged less radical elements, appointing new recruits who were more willing to persecute opponents • The NKVD played a significant role in ensuring loyalty throughout the war, e.g. purging those who hampered the war effort and compiling lists of those who might be sympathetic to the Germans. Relevant points which counter the statement may include the following: • The arrest of thousands of political opponents, the show trials of leading figures such as Zinoviev and Kamenev, and the execution and imprisonment of army officers neutered potential opponents and contributed to a climate of fear • Millions of ordinary Russians felt the impact of the purges, e.g. a significant proportion of the millions sent to the gulags were those who had been denounced as 'enemies of the people', which also created fear amongst the wider masses • The cult of personality was significant in its attempts to build a pseudo-religious devotion to Lenin and subsequently Stalin from the 1930s, also linking Stalin to the achievements of ordinary people, e.g. Stakhanovites • The gulag system of camps was used to suppress political opponents, through the imprisonment of dissenters and via discouragement other would-be opponents.	

Question	
6 (a)	What impression does the author give about the Marshall Plan? 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 following: The author gives the impression that the Marshall Plan revealed the Superpower attitudes to aid were very different This is shown by the following: • The extract says that many leaders welcomed the Marshall Plan, but Stalin was strongly against it and prevented Eastern European nations from accepting it • The language the author uses, including 'keen', 'trying to split', 'insisted' and 'welcomed' • The author has selected evidence to show how Stalin and Western European leaders responded, but has not included how the Soviet Union set up its own equivalent (Comecon) purporting to aid its own sphere of influence.	

Question	
6 (b)	Explain two effects of disagreements during the Second World War on Superpower relations. 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 the following: • An effect of disagreements during the Second World War on superpower relations was that the delay of opening up a second front in France caused immediate tension as Stalin believed the Western powers deliberately delayed the front • An effect of disagreements was that proposals for governments in Eastern Europe to be 'broadly democratic' led to later tension, as Stalin saw this to mean communist influence, as opposed to the free elections the West envisaged • An effect of the disagreements was increased long-term tension over the issue of nuclear weapons, after Truman's effort to assert authority with the USA being first to develop the atomic bomb, resulting in the arms race that followed.	

Question	
6 (c) (i)	'The most significant development in the Cold War, in the 1950s, was the Soviet invasion of Hungary.' How far do you agree? Explain your answer. You may use the following in your answer: • the Soviet invasion of Hungary • the nuclear arms race. 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 following: • 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 • The response to the Soviet invasion demonstrated that the USA accepted that existing communist nations within Eastern Europe were within a Soviet sphere of influence in which it would not intervene • 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 • 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. Relevant points which counter the statement may include the following: • The development of the arms race was significant, with concerns on both sides over the relative strength of their military capabilities, with both having developed thermonuclear weapons by 1953 and ICBMs by 1958 • 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 UN • Khrushchev's attempts to reshape communist control with de-Stalinisation, and improving relations with the West through attempts to achieve peaceful coexistence • 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.	

Question	
6 (c) (ii)	'The main reason for the crisis over Berlin, in the 1960s, was the refugee problem.' How far do you agree? Explain your answer. You may use the following in your answer: • the refugee problem • Khrushchev. You must also use information of your own. Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.
Marking instructions 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 following: • The loss of over three million people, who defected through East Berlin in the years from 1949 through to 1961, created significant pressures on East Germany's ability to function, undermining a key member of the Soviet bloc • The refugee problem was a propaganda disaster for the East German leadership, indicating, as it did, the failings of communism and the people's preference for the capitalist West • The high number of defectors – approaching 2,000 per day – prompted Khrushchev to reissue his ultimatum in 1961. Relevant points which counter the statement may include the following: • The Paris Summit Conference saw increased tension over the U2 incident (1960), which led to the failure of planned negotiations over the issue of Berlin, increasing tension over the issue • Khrushchev saw Berlin as a 'fishbone stuck in his throat', misread Kennedy's resolve in attempting to pressure him at Vienna in 1961, stated his intention to end occupation rights in East Germany and increased Soviet military spending • Khrushchev was motivated by pressure from within the Soviet system, as well as from supposed allies such as China, to appear strong over Berlin • Concerns over security and espionage contributed to the crisis over Berlin, as the porous border with the West made the city a centre for spies and other subversive activities • Fears that nuclear weapons would be stationed in West Germany was a significant motivation for the Soviets, as they sought to use pressure over Berlin as a bargaining chip in order to prevent missiles being placed in Germany.	

Question	
7 (a)	What impression does the author give about Malcolm X? You must use Extract G to explain your answer. Target: A04 (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 following: The author gives the impression that Malcolm X was uncompromising in his views. This is shown by the following: • The extract says that Malcolm X saw no place for white people in the civil rights movement, and had disdain for Martin Luther King's methods • The language the author uses, including 'ballot or bullet', 'it was this slogan that attracted people's attention', 'would ever do more... than they were forced to' and 'useless' • The author has selected evidence to show how Malcolm X was uncompromising in his attitude, but has not included how he changed his position on the involvement of white people later on.	

Question	
7 (b)	Explain two effects of the anti-Vietnam War movement on the USA. 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 the following: • An effect of the anti-Vietnam War movement was that it encouraged criticism of the failure of the government to fulfil promised domestic reform, e.g. the Great Society • An effect of the anti-Vietnam War movement was that its protests attracted significant attention from the media and public, e.g. criticism of the violence and injuries seen at its protests, further increasing opposition • An effect of the anti-Vietnam War movement was the impact it had on US politics, e.g. it contributed to LBJ being challenged for the Democratic Party's presidential nomination.	

Question	
7 (c) (i)	'The main reason for the Red Scare, in the years c1945-54, was the Cold War.' How far do you agree? Explain your answer. You may use the following in your answer: • the Cold War • Hiss and Rosenberg cases. 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 following: • Concerns over the domestic threat of communism began in tandem with Cold War events in the mid to late 1940s, e.g. Truman established his loyalty programme within days of the Truman Doctrine • HUAC accusations of communist subversion were increased during the Cold War, e.g. it was made a permanent committee in 1946, and was more sharply focused against communism • The 'fall of China' in 1949 and outbreak of war in Korea in 1950 fuelled concerns over domestic communism within the US political scene and the American public • Patriotic groups such as the American Legion added to concerns over anticommunism, e.g. criticising perceived failures in the Cold War effort and demanding strong action over events such as the Korean War. Relevant points which counter the statement may include the following: • Genuine espionage helped create concerns over the threat of communism, e.g. the Alger Hiss case and the arrest and eventual execution of the Rosenbergs • McCarthy's claims fuelled partisan division over the response to communism, e.g. accusations over the Truman administration's response to communism, or the partisan division seen during the Tydings Committee hearings of the early 1950s • McCarthy's personal motivation was a reason, e.g. he used the Senate Subcommittee to extend his accusations and investigations into organisations such as the Voice of America radio broadcast and the US Army • Electoral and partisan political concerns drove anti-communism, e.g. the Democrats sought to appear tough against communist threats, and Republican accusations of subversion were used against the Democrats, e.g. Nixon in 1952.	

Question	
7 (c) (ii)	The main consequence, in the 1950s, of civil rights protests was desegregation within transport.' How far do you agree? Explain your answer. You may use the following in your answer: • desegregation within transport • education. • You must also use information of your own. Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A02 (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 following: • Pressure from civil rights campaigners contributed to the shift in federal support seen in the Interstate Commerce Commission establishing that desegregation on interstate transportation was illegal, e.g. Keys v. Carolina Coach Co. (1955) • The efforts of civil rights campaigners brought about significant national attention to the issue of segregation in the Montgomery Bus Boycott, and were successful in desegregating bus services in Montgomery • The efforts of campaigners including the NAACP were successful in bringing a federal case based on discrimination, which resulted in the Supreme Court ruling in Browder v Gayle (1956) that bus segregation was unconstitutional. Relevant points which counter the statement may include the following: • The campaign successfully appealed to the Supreme Court in the case of Brown v Board of Education of Topeka (1954), which resulted in the court ruling that segregation was unconstitutional • The NAACP's legal campaign led to Brown v Topeka II (1955), in which the Supreme Court ruled that schools in the USA should be desegregated 'with all deliberate speed' • Civil rights groups such as the NAACP pressured school boards into implementing integration, prompting the enrolment of black students at Little Rock, which in turn triggered federal intervention • Civil rights campaigners played a role in prompting Eisenhower to get Congress to pass the Civil Rights Act (1957), which led to increases in voter registration • The civil right protests led to the emergence of leaders such as MLK and groups such as SCLC, whose organisation and methods furthered the cause of civil rights.	

Question	
8 (a)	What impression does the author give about the policing at Sharpeville? 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 following: The author gives the impression that the policing escalated the situation. This is shown by the following: • The extract says that the crowd were initially 'relaxed', but that the police reinforcements that arrived escalated tension and ultimately led the shooting • The language the author uses, including 'relaxed and friendly', 'armoured vehicles with machine guns', 'very aggressive' and 'nervous' • The author has selected evidence to show how the police response led to the shooting, but has not included how the police chief claimed he did not give his men the order to fire.	

Question	
8 (b)	Explain two effects of Hendrik Verwoerd's policies on South Africa in the years 1955-59. 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 the following: • An effect of Verwoerd's policies was that the education policies he introduced brought black education under government control, and forced different standards on black and white children • An effect of Verwoerd's policies was that, as Prime Minister from 1958, they led to the creation of Bantu national units (Bantustans), as a result of the Bantu Self-Government Act 1959 • An effect of Verwoerd's policies was that they led to increased international concern about apartheid. These concerns would later lead to formal condemnation.	

Question	
8 (c) (i)	'The main reason why resistance to apartheid developed, in the years 1948-54, was hostility to the Group Areas Act (1950).' How far do you agree? Explain your answer. You may use the following in your answer: • the Group Areas Act (1950) • prohibitions on mixed marriages. 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 following: • The Group Areas Act (1950) provoked significant hostility as it forced the segregation of races, allowing authorities to designate specific areas upon racial lines • Plans to destroy areas such as Sophiatown in Johannesburg, which housed nearly 60,000 people, provoked particular anger, as it was a racially and socio-economically diverse area, and one of the few in which black Africans could own property in cities • The Group Areas Act resulted in united opposition from the ANC, South African Indian Congress and the Coloured People's Congress, who jointly lobbied DF Malan to request repeal of it and other laws • The Group Areas Act provoked opposition amongst Coloured and Indian South Africans, as the former were hit by failures to provide housing schemes, and the many landlords or traders amongst the latter lost out due to the Act's restrictions. Relevant points which counter the statement may include the following: • The Prohibition of Mixed Marriages Act (1949) created opposition, as it made it illegal for people of different races to marry • The Population Registration Act (1950) provoked significant opposition, particularly amongst Cape Coloureds, whom it sought to prevent claiming white status, and where generations of mixed marriages made such classification near impossible • The tightening up of the pass system created resentment, e.g. regular confrontations with police over issues such as stop and search, and three million people being given criminal convictions Measures by the Nationalist Party intended to perpetuate their own political domination created resentment, as they rode roughshod over the previous constitutional settlement and disenfranchised Coloured people.	

Question	
8 (c) (ii)	'The most significant contribution to the dismantling of apartheid, in the years 1990-94, was made by FW de Klerk.' How far do you agree? Explain your answer. You may use the following in your answer: • FW de Klerk • Nelson Mandela. 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 following: • De Klerk was significant as the first leader who accepted that apartheid would have to end completely and be replaced by black majority rule, and so released Mandela and made the ANC and other previously banned parties legal • De Klerk took steps to steer the negotiating process through difficulties, e.g. the referendum of 1992 to diffuse white opposition, and signing the Record of Understanding to restart negotiations with the ANC • De Klerk undertook measures which 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 the following: • Mandela met regularly with government members in the years immediately prior to his release, and was instrumental in the negotiations to lift the ban on outlawed parties such as the ANC and PAC • Mandela was influential in keeping a lid on all-out violence after CODESA talks broke down, and was instrumental in contacting de Klerk to restart constitutional negotiations, leading to an agreement being signed in November 1993 • Buthelezi's eventual willingness to allow Inkatha to take part in the elections of April 1994 lessened the threat of further violence and ended the state of emergency that had been declared • Cyril Ramaphosa played a significant role, as a trade unionist able to carry support from COSATU and the UDF, and as chief ANC negotiator, he built a strong personal relationship with Roelf Meyer, the Nationalist negotiator • Other individuals made significant contributions, e.g. Joe Slovo's suggestion of a 'sunset clause' enabled agreement to be reached on the interim Government of National Unity.	

