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Edexcel

Mark Scheme

Summer 2019

Pearson Edexcel International GCSE  
In History (4HI1/01R) Paper 1: Depth Studies

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## General Marking Guidance

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

# Generic level descriptors for Paper 1

## Question (a)

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

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"><li>• Simple, valid comment is offered about an impression.</li></ul> <b>or</b> <ul style="list-style-type: none"><li>• Simple comprehension of the extract is shown by the selection or paraphrase of some content to imply an impression.</li></ul>
<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"><li>• Answer offers valid comment that infers an impression. Comprehension and some analysis of the extract is shown by selecting material to support the inference.</li></ul>
<b>3</b>	<b>5-6</b>	<ul style="list-style-type: none"><li>• Answer explains the impression given, analysing the author's selection and treatment of material in the extract to support the explanation.</li></ul>

### Question (b)

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

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

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"><li>• Simple comment is offered about consequence(s). [AO2]</li><li>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li></ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"><li>• Features of the period are analysed to explain consequences. [AO2]</li><li>• Specific information about the topic is added to support the explanation. [AO1]</li></ul> <p><b>Maximum 4 marks for an answer dealing with only one consequence.</b></p>
<b>3</b>	<b>6–8</b>	<ul style="list-style-type: none"><li>• Features of the period are analysed to explain consequences and to show how they led to the outcome. [AO2]</li><li>• Accurate and relevant information is included to support the explanation, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li></ul> <p><b>No access to Level 3 for an answer dealing with only one consequence.</b></p>

### Question (c)

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

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

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"><li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li><li>• Limited knowledge of the topic is shown. [AO1]</li><li>• The overall judgement is missing or asserted. [AO2]</li></ul>
<b>2</b>	<b>5–8</b>	<ul style="list-style-type: none"><li>• An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material but a line of reasoning is not sustained. [AO2]</li><li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li><li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li></ul> <p><b>Maximum 6 marks for Level 2 answers that do not go beyond aspects two aspects.</b></p>
<b>3</b>	<b>9–12</b>	<ul style="list-style-type: none"><li>• An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li><li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li><li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied.[AO2]</li></ul> <p><b>Maximum 10 marks for Level 3 answers that do not go beyond two aspects.</b></p>

4	13-16	<ul style="list-style-type: none"><li>• An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li><li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li><li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li></ul> <p><b>No access to Level 4 for answers that do not go beyond two aspects.</b></p>
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## 1: The French Revolution, c1780–99

Question	Mark Scheme
<b>1 (a)</b>	<p>What impression does the author give about the impact of Louis's flight to Varennes?</p> <p>You <b>must</b> use Extract A to explain your answer.</p> <p><b>Target: AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>

### 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 Louis's flight to Varennes led to the end of the monarchy.

This is shown by the following:

- The extract says that 'constitutional monarchy was now unworkable'
- The language that the author uses, including 'brought back to Paris in disgrace' and 'unreliability'
- The author has selected evidence that suggests that Louis's actions were key and overstates the flight to Varennes as a key factor in ending the monarchy.



Question	Mark scheme
<p><b>1 (b)</b></p>	<p>Explain <b>two</b> effects of France’s involvement in the American War of Independence on France.</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The effect of the American Revolution was financial, as involvement in the wars forced the French government to take out loans at interest rates that it could ill afford and to impose the triple <i>vingtième</i> in 1782</li> <li>• The effect of the American Revolution created a precedent for the overthrow of a legitimate leader in the interest of the ruled and this influenced many in France</li> <li>• The return of French soldiers, e.g. Lafayette, who had fought with the rebels, from the American wars influenced revolutionary fervour in France.</li> </ul>	

Question	
<p><b>1 (c) (i)</b></p>	<p>'The French Revolution was driven mainly by the Sans Culottes in the years 1789–92.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the <i>sans culottes</i></li> <li>• the Jacobins.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

### Indicative content

Relevant points which support the statement may include:

- The *sans culottes* believed in equal rights, and that the rich should be taxed, and these were ideas central to the revolution
- The *sans culottes* became more driven as a result of their hatred for the aristocrats and believed that food should be distributed to those in need
- In 1789 the *sans culottes* provided the muscle power behind the Estates General, e.g. the capture of the Bastille and bringing the court to Paris
- In August 1792 the *sans culottes* further drove the revolution, e.g. they surrounded the Legislative Assembly and coerced it into suspending the monarch.

Relevant points which counter the statement may include:

- The Jacobins became the most radical group within the Convention and the contest between themselves and the Girondins drove the revolution
- The revolution was driven by key individuals, e.g. Danton, who were keen for the creation of a Republic
- In 1789 the revolution was driven by liberal aristocrats and the middle class, and they introduced significant reforms in 1789–91
- The Legislative Assembly and the Convention drove the revolution, e.g. by adopting a new calendar and replacing Christian symbols.

Question	Mark scheme
<p><b>1 (c) (ii)</b></p>	<p>‘The most significant impact of the Terror on France, in the years 1792–94, was attacks on religion.’</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• attacks on religion</li> <li>• the impact on French citizens.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

### Indicative content

Relevant points which support the statement may include:

- The Catholic Church was attacked with a campaign to close all churches by the spring of 1794
- The attack saw the destruction of religious signs and symbols, e.g. the Paris commune destroyed religious 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 Terror had an impact on 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 Terror resulted in key figures who had supported the revolution, e.g. Danton, coming under ‘suspicion’ and being killed
- The safeguarding of the Parisian revolutionary dominance was an essential feature of the Terror
- The Terror had a unifying impact on the nation as a means of meeting the threat of foreign invasion.

## 2: Development of a nation: unification of Italy, 1848–70

Question	Mark scheme
<b>2 (a)</b>	<p>What impression does the author give about Piedmont's role in the Crimean War?</p> <p>You <b>must</b> use Extract B to explain your answer.</p> <p><b>Target: AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• The author gives the impression that Piedmont played an important role in the Crimean War.</li></ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"><li>• The extract says that Piedmont 'played a significant role in the victory over the Russians'</li><li>• The language the author uses, including 'the Piedmontese army did not disgrace itself' and 'respect and gratitude of its allies'</li><li>• The author has selected evidence that has put the role played by Piedmont in the Crimean War as very important and ignored evidence such as Cavour's reluctance and the small size of its army.</li></ul>	

Question	Mark scheme
2 (b)	<p>Explain <b>two</b> effects of the appointment of Cavour as the Prime Minister of Piedmont on the development of the state of Piedmont.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• As Prime Minister Cavour was influential in the promotion of Piedmont's economic development and in developing the political nature of the Piedmontese state</li> <li>• As Prime Minister Cavour used public money and loans to build new railways lines, which had a significant impact on Piedmont's economy</li> <li>• As Prime Minister Cavour developed the <i>connubio</i>, which saw the introduction of anti-clericalism, e.g. the vast estates of the church and its five million lire income were confiscated and used in the development of Piedmont.</li> </ul>	

Question	Mark scheme
<p><b>2 (c) (i)</b></p>	<p>'Poor leadership was the main reason why the 1848 Revolutions in the Italian states failed'.</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• poor leadership</li> <li>• lack of support.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• Charles Albert, Pope Pius IX and Mazzini were all possible contenders for uniting Italy but their poor leadership during the revolutions led to failure</li> <li>• Charles Albert declared war on Austria, but due to poor leadership his armies were defeated at the Battle of Custoza, and again at the battle of Novara</li> <li>• Pope Pius IX was regarded as the first liberal Pope but his reforms, e.g. the Papal Allocution April 1848, did not help Italy become a federation or even unite it</li> <li>• Mazzini was unable to persuade the masses to support democratic republicanism.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• There was little significant support for the Risorgimento from the peasantry because those who called for insurrection were often seen as an opponent as they did not address the issue of land</li> <li>• The revolutions were mainly urban based and support came from only a small artisan class</li> <li>• The revolutions had not removed the power and control that Austria had over the Peninsula</li> <li>• The insurrections of 1848 were too regionally based and this led to a confusion of aims, resulting in the failure of the revolutions and the uniting of Italy.</li> </ul>	

Question	Mark scheme
<p><b>2 (c) (ii)</b></p>	<p>'In the years 1859–60, Cavour had the most significant impact on the process of Italian Unification.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Cavour</li> <li>• Garibaldi.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• Cavour promoted the idea of holding plebiscites in order to legitimise the annexation of central Italy and this aided the process of unification</li> <li>• Cavour skilfully handled Garibaldi over his success in Sicily by hailing it as liberating the south from the Bourbons, so aiding the process of a unified north and south</li> <li>• Cavour's use of the National Society to prevent the extremes of republicanism and encourage pragmatic unity was important to the process of unity</li> <li>• Cavour's development of Piedmont was seen by many as the model by which Italy could be unified.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Garibaldi was popular with many Italians because of his successes in the war of 1859 and he formed a volunteer unit that won victories over Austria and aided unification</li> <li>• Garibaldi attracted the support of men of property, and they saw him and the annexation by Piedmont as the only way of restoring order and aiding unification</li> <li>• The rising in Palermo in Sicily (1860) was the work of Mazzinian Republicans and their role aided the process of unification</li> <li>• The influence of foreign powers, e.g. Austria, France, Britain and Russia, was significant in the process of unification.</li> </ul>	

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

Question	Mark scheme
<b>3 (a)</b>	<p>What impression does the author give about the failure of the Munich Putsch?</p> <p>You <b>must</b> use Extract C to explain your answer.</p> <p><b>Target: AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• The author gives the impression that the Munich Putsch's failure was Hitler's fault.</li></ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"><li>• The extract says Hitler's 'poor organisation led to failure'</li><li>• The language the author uses, including, 'overestimated', 'disaster' and 'impatience'</li><li>• The author has selected evidence to show the negative impact of Hitler's leadership and omitted the role of others, e.g. Ludendorff.</li></ul>	



Question	Mark scheme
<b>3 (b)</b>	<p>Explain <b>two</b> effects of the French occupation of the Ruhr on Germany.</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The occupation of the Ruhr by France led to a key area of Germany's industrial Rhineland being controlled by France and extracted raw materials went to France, harming the German economy</li> <li>• The occupation of the Ruhr by France led the German government to sanction 'passive resistance' by German workers, which meant the government had to print more money to pay the striking workers and this contributed to hyperinflation</li> <li>• The occupation of the Ruhr by France contributed to the unpopularity of the Weimar government.</li> </ul>	

Question	Mark scheme
<p><b>3 (c) (i)</b></p>	<p>‘The Reichstag Fire was the main reason why the Nazis were able to set up a dictatorship in the years 1933–34.’</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Reichstag Fire</li> <li>• the Enabling Act.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• The fire enabled Hitler to get Hindenburg to sign the Emergency Decree for the Protection of the People and State, which suspended democratic freedoms</li> <li>• The Reichstag Fire gave the Nazis a tactical and propaganda opportunity to portray themselves as the defenders of the Reich against a weak Weimar</li> <li>• The fire enabled the Nazis to blame the Communists and accuse them of planning a national coup. Communists were arrested and the Nazis were able to remove a source of opposition in the Reichstag</li> <li>• As a consequence of actions taken because of the fire, the Nazis had a legal basis for persecution, terrorism and repression of all opposition, all features of a dictatorship.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The Nazis’ effective use of the Enabling Act meant they could rule without opposition as a dictatorship, e.g. in May 1933 trade unions were banned, in July 1933 all political parties, except the Nazis, were made illegal</li> <li>• Hitler was legally appointed Chancellor on 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</li> <li>• The Night of the Long Knives allowed Hitler to remove some opposition that cleared the way for the setting up of the Nazi dictatorship</li> <li>• The death of Hindenburg (1934) allowed Hitler to combine the role of Chancellor and President, and enforce an oath of loyalty on the armed forces.</li> </ul>	

Question	Mark scheme
<p><b>3 (c) (ii)</b></p>	<p>'Allied bombing had the most significant impact on the German home front during the Second World War.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Allied bombing</li> <li>• rationing.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: A01 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• The Allied bombing campaigns had a direct effect on industrial production, e.g. workers were redirected to rebuilding schemes and vital aircraft and tank production</li> <li>• The Allied bombing campaigns resulted in significant civilian death and injury and infrastructure destruction, which impacted on morale, e.g. absenteeism</li> <li>• Major cities, e.g. Dresden, suffered major attacks and were virtually destroyed</li> <li>• The Allied bombing campaigns forced Germany, in 1943, to divert two million men away from war fronts into anti-aircraft service on the home front.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Food was rationed immediately the war started in 1939 and meats and fats were soon in short supply and food consumption fell per person by 25 per cent, by 1941 cigarettes, soap, clothing and shoes were also restricted</li> <li>• People were encouraged to use unfamiliar food products, and parks and gardens in cities were dug up and used as vegetable patches</li> <li>• Persecution of Jews intensified on the home front, e.g. in 1941 all Jews were forced to wear the yellow Star of David on their sleeve</li> <li>• The need for men to fight the war meant that men from the home front were drafted into the army, creating a serious shortage of labour.</li> </ul>	

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

Question	Mark scheme
4 (a)	<p>What impression does the author give about the Rowlatt Acts?</p> <p>You <b>must</b> use Extract D to explain your answer.</p> <p><b>Target: AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• The author gives the impression that the Rowlatt Acts were harsh.</li></ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"><li>• The extract says that 'the Rowlatt Acts were unjustified'</li><li>• The language that the author uses, including 'fiercely opposed', 'upset a wide range of public opinion'</li><li>• The author has selected evidence to show the worst aspects of the Rowlatt Acts and not considered evidence for why they were enacted.</li></ul>	

Question	Mark scheme
4 (b)	<p>Explain <b>two</b> effects of the Amritsar Massacre on attitudes towards British rule in India.</p> <p><b>Targets: AO1 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• The Amritsar Massacre led to British rule being challenged via the civil disobedience campaigns, organised by Gandhi</li> <li>• The Amritsar Massacre also served in changing the attitudes of some British politicians towards India and the issue of independence, as the credibility of British rule was damaged.</li> </ul>	

Question	Mark scheme
4 (c) (i)	<p>'Indian Nationalism was driven mainly by Congress in the years 1920–27.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Congress</li> <li>• the Muslim League.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

### Indicative content

Relevant points which support the statement may include:

- As Congress Party support under Gandhi's leadership became culturally more widespread and less confined to educated Indians, it devoted itself more to populist nationalism
- Congress, through Gandhi's campaigns based on peaceful protest and civil disobedience, fostered a growing sense of Indian identity and nationalism
- Congress used agitation regarding social welfare in the villages of India to foster a growing sense of Indian nationalism
- The Muslim League was subservient to Gandhi and Congress in protest mobilisations.

Relevant points which counter the statement may include:

- The Muslim League met separately from Congress in 1924 in order to plan for a future India that was to be federally structured in which provinces would gain some autonomy while being part of the nation of India
- The Muslim League supported the Khilafat Movement, which repudiated British rule in India and legitimised Muslim participation in the Indian National Movement
- Indian nationalism was driven by the 'young hooligans', e.g. Chandra Bose and Jayaprakash Narayan and Nehru, who lobbied for Indian independence
- The Simon Commission did little to satisfy Indian demands and seemed to confirm that British politicians were firmly in control of India, and this further fostered growing Indian nationalism.

Question	Mark scheme
<p><b>4 (c) (ii)</b></p>	<p>'The role of the Muslim League, in the years 1935–47, was the main reason for India being partitioned.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Muslim League in the years 1935–47</li> <li>• the British Government in the years 1935–47.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• There were profound differences between the Muslim League and Congress, as, from 1940, the Muslim League wanted a separate state and demanded that partition should take place</li> <li>• In July 1946 the Muslim League denounced Congress and declared Direct Action Day as a means of demanding the need for partition</li> <li>• In September 1946 the Muslim League joined the interim government and was able to influence decision making in the direction of partition.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• The 1935 Government of India Act provided the basis for negotiations that finally resulted in the partition of India</li> <li>• The post-war Labour Government had long been supporters of a united Indian independence, but developments in India saw them accept that partition was necessary and they agreed to it</li> </ul>	

- The Second Simla Conference resulted in conditional agreement between the British Government, Congress and the Muslim League regarding the need for partition
- In 1946 violence broke out between Hindus and Muslims in Calcutta and Bengal and this suggested that independence alone would not be sufficient to settle the issues between them
- As Viceroy of India, Mountbatten quickly became convinced that partition could not be avoided and that the date for independence should be moved forward.



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

Question	Mark scheme
<b>5 (a)</b>	<p>What impression does the author give about Stalin's changes to the Soviet economy?</p> <p>You <b>must</b> use Extract E to explain your answer.</p> <p><b>Target: AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• The author gives the impression that the programme brought major rapid change.</li></ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"><li>• The extract says that the programme turned it 'from an agricultural country into an industrial one'</li><li>• The language used by the author, including 'momentous', 'transformation' and 'major'</li><li>• The author has selected evidence to show that this became reality from 1928, through a programme of collectivisation and industrialisation, and has not included evidence to suggest limitation or resistance to these changes.</li></ul>	

Question	Mark scheme
5 (b)	<p>Explain <b>two</b> effects of the purges of the 1930s on the USSR.</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The purges 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</li> <li>• The purges weakened the Soviet Union's military capabilities, with 35,000 of the officer corps being either imprisoned or shot</li> <li>• The purges had wider economic and social effects, removing managers and workers accused of industrial sabotage, and leading to the arrest of one in 18 of the population.</li> </ul>	

Question	Mark scheme
<p><b>5 (c) (i)</b></p>	<p>'The main rival to Stalin in the leadership struggle of 1924–29 was Trotsky.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Trotsky</li> <li>• Zinoviev.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> <li>• Trotsky had been a close supporter of Lenin, working with him since the revolution, and was expected by many to be his successor</li> <li>• The victory of the Red Army, under Trotsky's command as Commissar of War, had given him prestige, and demonstrated the success of his leadership</li> <li>• Trotsky appeared the most able of the candidates, as a speaker, writer and thinker with original ideas, e.g. the notion of 'permanent revolution'</li> <li>• Stalin's alliance with Zinoviev and Kamenev, and zeal to isolate Trotsky first demonstrated that Stalin himself saw Trotsky as his main rival.</li> </ul> <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> <li>• Zinoviev's position as President of the Comintern (until 1926) had given him international prestige, and he held higher rank within the party</li> <li>• Zinoviev had worked with Stalin and Kamenev in the troika before Lenin's death, and had already begun to marginalise Trotsky through controlling selection to the party conference, which denounced aspects of Trotskyism</li> <li>• Bukharin, who held the significant position of editor of Pravda until 1929, had a reputation as an able Marxist theoretician, and his willingness to ally with Stalin meant he outlasted the other rivals</li> <li>• Trotsky did not possess a broad support base within the party; factors such as his Jewish origins, Menshevik background, perceived arrogance and failure to attend Lenin's funeral counted against him.</li> </ul>	

Question	Mark scheme
<p><b>5 (c) (ii)</b></p>	<p>'The Soviet Union's war production was the main reason for its success in driving back the German invasion in the Second World War.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Soviet war production</li> <li>• Stalingrad.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

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

### Indicative content

Relevant points which support the statement may include:

- The Soviet relocation of war production to factories east of the Urals, in towns such as Chelyabinsk ('Tankograd'), was crucial to their ability to produce the necessary war materiel away from German advances
- Soviet tanks such as the T-34 and JS-1 proved superior to German tanks of a similar class, and on the whole the Soviets were able to produce tanks that were both more numerous and durable in the actions after the breakout from Stalingrad
- Even in aircraft production, the Soviets were able to produce fighters of sufficient number and quality (such as the IL-2 Sturmovik) to ensure air superiority over the German forces by 1943.

Relevant points which counter the statement may include:

- Crucial deficiencies in Soviet production were only remedied through Allied support, e.g. communication depended on the 380,000 field telephones and over 1,538,000 kilometres of cable the Allies supplied
- The defence of Stalingrad marked a turning point, ending the German advance, securing vital communications and draining the strength of the German army
- The response of the Soviet people to the 'Great Patriotic War', and Stalin's role in leading this, demonstrated a remarkable ability to absorb losses and continue fighting, e.g. over one million civilian deaths in the near 900-day siege of Leningrad

- The NKVD and state propaganda contributed to the success of resisting the German invasion, through compelling the Soviet population to continue to fight against an existential enemy
- The inadequacy of German resources and planning were ultimately exposed, e.g. the tank force was insufficient in number, equipment was ill-suited to the Russian winter and the army lacked the necessary mobility for taking southern Russia.

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

Question	Mark scheme
<b>6 (a)</b>	<p>What impression does the author give about Truman’s attitude towards the Soviet Union?</p> <p>You <b>must</b> use Extract F to explain your answer.</p> <p><b>Target: AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• The author gives the impression that Truman’s attitude was hostile.</li></ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"><li>• The extract says that in his discussions with the Soviets, Truman ‘doubted that the USA and Soviet Union could remain friendly after the war’</li><li>• The language used by the author, including ‘angrily’, and ‘bossed around’</li><li>• The author has selected evidence to show that Truman’s dealings with Molotov and unwillingness to cooperate in negotiations were problematic, and has not included examples of any concessions Truman made, e.g. over Czechoslovakia.</li></ul>	

Question	Mark scheme
6 (b)	<p>Explain <b>two</b> effects of the Truman Doctrine on international relations.</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Truman Doctrine established the principle of containment backed by US financial and military support, demonstrating that the USA had rejected isolationism</li> <li>• The doctrine made a significant contribution to the division of Europe into two rival groups, linking Western nations to the USA and provoking a reaction amongst the Soviet Union and its allies</li> <li>• Through the US support the Truman Doctrine secured, it successfully prevented communism in Greece and helped ensure Turkey was not threatened.</li> </ul>	

Question	Mark scheme
<p><b>6 (c) (i)</b></p>	<p>'The main consequence of the Soviet invasion of Hungary was that Soviet control was restored.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Soviet control</li> <li>• international criticism.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

### Indicative content

Relevant points which support the statement may include:

- The replacement of the reformer Imre Nagy with the pro-Soviet hardliner Janos Kadar led to a return of a close adherence to Moscow
- It led to increases in the number of Soviet troops in Hungary, accepted by the Hungarian government by treaty on a permanent basis
- Severe reprisals were enacted against those involved to reassert control, e.g. an estimated 12,000 were imprisoned and over 400 executed.

Relevant points which counter the statement may include:

- As a result of the successful invasion, it became clear that protestors and reformers within the Eastern Bloc would not receive Western military support
- The Soviet invasion led to international condemnation, including a UN enquiry and a boycott of the 1956 Olympics by some European nations
- As a result of the Soviet invasion, many Western European communists left the party, or their organisations disassociated themselves from Moscow's control
- Soviet control was also reasserted across the rest of Eastern Europe, as the invasion demonstrated no nation would be allowed to leave the Warsaw Pact
- The reaction of both East and West established the effective stalemate in Cold War Europe, insofar as it clarified when the Soviet Union would act to safeguard their sphere of influence, and that the USA would not directly challenge this.



Question	Mark scheme
<p><b>6 (c) (ii)</b></p>	<p>'The main reason for the Cuban Missile Crisis was the actions of the USA.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the actions of the USA</li> <li>• the Cuban Revolution.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

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

### Indicative content

Relevant points which support the statement may include:

- The American ban on the import of Cuban sugar and refusal to sell petroleum to Cuba placed a severe strain on the Cuban economy, and so pushed Castro towards the USSR as a precursor to Cuba becoming a site for missiles
- The failure of the Bay of Pigs invasion was a disaster, pushing Castro towards the Soviet Union for military support, which ultimately extended to missile bases being built
- Kennedy's continued threats after the Bay of Pigs, reasserting the Monroe Doctrine while emphasising that Latin American nations were only free to choose non-communist governments contributed to Cuba's willingness to host Soviet missiles
- The US quarantine of Cuba contributed significantly towards the growing tension regarding Soviet missiles being shipped to Cuba.

Relevant points which counter the statement may include:

- The occurrence of a left-wing revolution in a region long considered within the USA's sphere of influence began the change in relations between the USA and Cuba, which marked the beginnings of the crisis
- Castro's ejection of US investment, and subsequent nationalisation when the USA rejected his authority to do so, prompted the chain of events that led to increased Soviet involvement in Cuba, contributing to the actual crisis

- The impact of the wider Cold War contributed to the crisis, such as the failure to reach agreement at Vienna, which led to increased American military spending and Khrushchev's willingness to install missiles in Cuba, believing Kennedy would not respond
- Khrushchev's decision to install ballistic missiles, in particular the intermediate missiles spotted by the USA in October 1962, was the trigger for the actual crisis.

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

Question	Mark scheme
<b>7 (a)</b>	<p>What impression does the author give about the situation Gerald Ford faced as president?</p> <p>You <b>must</b> use Extract G to explain your answer.</p> <p><b>Target: AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"><li>• The author gives the impression that Gerald Ford faced severe challenges.</li></ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"><li>• The extract says that Ford felt the after effects of Watergate, and was personally criticised</li><li>• The language used by the author, including 'distrustful', 'approval ratings declined sharply' and 'constantly mocked'</li><li>• The author has selected evidence to show that Ford was personally held responsible, such as over Nixon's pardon, but has omitted that others did see the pardon as justified, e.g. as it included the presumption of guilt.</li></ul>	

Question	Mark scheme
7 (b)	<p>Explain <b>two</b> effects of the women’s liberation movement on the USA.</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>

**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 women’s liberation movement contributed to the extension of laws banning discrimination to educational establishments, with Title IX of the Educational Amendments Act being passed in 1972
- Campaigning by the women’s liberation movement over reproductive rights and for reform of abortion law culminated in success, e.g. with *Roe v Wade* (1973)
- The liberation movement provoked a conservative reaction, e.g. Phyllis Schlafly and the STOP ERA campaign portrayed the campaigns of the movement as damaging to the family and the American way of life.

Question	Mark scheme
<p><b>7 (c) (i)</b></p>	<p>'Senator McCarthy's actions were the main reason why anti-communism grew in America in the years 1945–54.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Senator McCarthy's actions</li> <li>• the Cold War.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

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

### Indicative content

Relevant points which support the statement may include:

- From his initial accusations of communist infiltration of the State Department, made in his speech on Lincoln Day in February 1950, McCarthy's claims attracted significant media attention
- 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 was influential in election campaigns and on the actions of elected officials, e.g. McCarthy supported campaigns for several senate seats in 1950, toured with Eisenhower in 1952, and led to Eisenhower modifying his support for George Marshall
- Once he was given control of the Senate Permanent Subcommittee on Investigations, McCarthy was able to extend his accusations and investigations into organisations such as the *Voice of America* radio broadcast and the US Army.

Relevant points which counter the statement may include:

- By 1954, there was a significant popular backlash against McCarthy and his methods, particularly following Ed Murrow's exposure of his methods on *See it Now*, and the criticism of his actions by Joseph Welch, the Army Counsel, in the 1954 hearings
- The growing fear of communism was driven by a series of Cold War developments, e.g. Truman's response to the communist threat from 1947 and the Soviet development of the atom bomb in 1949

- Earlier actions of government and political investigations had helped foster anti-communism, e.g. the HUAC investigations of 1947–51
- 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.

Question	Mark scheme
<p><b>7 (c) (ii)</b></p>	<p>'The most significant development in civil rights in the 1950s was the Montgomery Bus Boycott.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Montgomery Bus Boycott</li> <li>• Brown v Topeka (1954).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

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

### Indicative content

Relevant points which support the statement may include:

- By 1956, the Montgomery Bus Boycott had ended segregation on buses in Montgomery, and thus was an important step in challenging Jim Crow laws in the South
- The Montgomery Bus Boycott saw the creation of a grassroots African-American organisation, the Montgomery Improvement Association, demonstrating that such groups could be effective in achieving improvements in civil rights
- The Montgomery Bus Boycott was significant in that it brought Martin Luther King to national prominence.

Relevant points which counter the statement may include:

- The Brown v Topeka judgement was significant, as judicial backing was given to a challenge to discrimination, unanimously declaring that separate but equal facilities in education were unconstitutional, and should be desegregated
- The Brown v Topeka judgement led to federal intervention in order to support integration, when Eisenhower sent in the 101st Airborne Division to allow black students to attend Central High in Little Rock in 1957

- 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
- The formation of the Southern Christian Leadership Conference was significant, acting as an umbrella organisation for civil rights groups and demonstrating the importance of African-American ministers in this
- The 1957 Civil Rights Act was significant in that it introduced measures to support black Americans in exercising voting rights, demonstrated federal support for civil rights, and started the civil rights legislative programme.



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

Question	Mark scheme
<b>8 (a)</b>	What impression does the author give about Verwoerd’s policy of creating Bantustans?  You <b>must</b> use Extract H to explain your answer.  <b>Target: AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.

### Marking instructions

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### Indicative content

Relevant points may include:

- The author gives the impression that the Bantustans were not a genuine attempt to improve conditions for black South Africans.

This is shown by the following:

- The extract says that it was ‘seriously harmful’, and that none of the states gained genuine independence
- The language used by the author, including ‘impossible’, ‘evil’ and ‘apparent’
- The author has selected evidence to show that the Bantustans were not recognised by any other nations, and that they were far too small to succeed, and omitted examples of self-government that were taken up.

Question	Mark scheme
<p><b>8 (b)</b></p>	<p>Explain <b>two</b> effects of de Klerk's reforms on South Africa.</p> <p><b>Targets: A01 (4 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>A02 (4 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only once consequence.</p> <p><b>Indicative content</b></p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> <li>• De Klerk lifted the ban on the ANC and PAC, leading to the end of the guerrilla war and the return of the majority of those in exile</li> <li>• The release of prisoners, including Nelson Mandela and Walter Sisulu, strengthened the ANC's leadership and allowed Mandela to travel to coordinate the party and build support from governments abroad</li> <li>• Increased tension over the future constitutional settlement led to increased political violence and deaths, e.g. Inkatha attacks on ANC supporters and Afrikaner Resistance Movement threats to assassinate Mandela.</li> </ul>	

Question	Mark scheme
<p><b>8 (c) (i)</b></p>	<p>'The policies put forward by the Nationalists were the main reason why they took power in 1948.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the policies put forward by the Nationalists</li> <li>• the electoral system.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

### Indicative content

Relevant points which support the statement may include:

- The HNP's manifesto and party policies successfully established the Nationalists as the party of Afrikaner Unity (*volkseenheid*)
- In offering to reverse the flood of black migrants, the policy of apartheid appealed to white fears of a 'black tide', and so in particular won support amongst white workers who feared being undercut by an influx of cheap labour
- The HNP moderated its previously fierce republicanism, winning over some more moderate Afrikaners who had previously supported other parties
- The HNP's promise to retain the Pass System appealed to farmers who feared labour shortages created by black migration to the cities.

Relevant points which counter the statement may include:

- The HNP won less than 38 per cent of the vote, whereas Jan Smuts' United Party (UP) won over 49 per cent, suggesting the policies were not overly popular
- The inefficient distribution of the UP's votes meant many were effectively wasted, as they stacked up large majorities in urban areas, whereas the HNP won more constituencies – usually rural – with much narrower majorities
- The HNP successfully used propaganda and smears, e.g. slogans such as 'Vote against Hofmeyr and save South Africa from Ruin' (many anticipated UP Deputy Jan Hofmeyr would replace Smuts) or highlighting Smuts' wartime alliance with Stalin
- The decline in the vote for Smuts and the UP (down from 89 seats in 1943 to 65 in 1948) was partly a result of their unpopular associations, e.g. with Britain or mining capital, which the HNP portrayed as being against Afrikaner interests.

Question	Mark scheme
<p><b>8 (c) (ii)</b></p>	<p>'The most significant opposition to apartheid in the years 1978–90 came from church leaders.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• opposition from church leaders</li> <li>• the United Democratic Front (UDF).</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>

### Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

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

### Indicative content

Relevant points which support the statement may include:

- Church leaders such as Bishop Desmond Tutu, Rev Allan Boesak and Rev Beyers Naudé were vocal opponents of apartheid, criticising policies such as forced removal and the detention of political opponents
- Desmond Tutu served as patron of political organisations such as the UDF, and was recognised for his opposition to apartheid with the Nobel Peace Prize in 1984
- Frank Chikane, as leader of the UDF from 1983 and general secretary of the South African Council of Churches, gave sustained opposition in the face of detention, torture and attempted assassination by security forces.

Relevant points which counter the statement may include:

- Within two years of being established in 1983, the UDF's membership had reached two million, presenting a multiracial group opposing the new constitution and aiming for full equal rights for all South Africans based on the Freedom Charter
- The UDF maintained their protests throughout the 1980s and into the 1990s, in the face of arrests and violent repression, including coordinated efforts against them by the security police and Inkatha

- The ANC continued to offer significant resistance, e.g. Oliver Tambo organised Western support and guerrilla activities while in exile, and Mandela's efforts in prison made him an international hero and helped maintain the ANC's popularity
- Township unrest proved significant, with mass insurrection by 1985, a state of emergency being declared, and international reaction to such scenes leading to the withdrawal of international investment and the 1985 financial crisis
- International opposition provided significant pressure against apartheid, e.g. the impact of boycotts and sanctions.