



Mark Scheme (Results)

November 2024

Pearson Edexcel International GCSE

GCSE in History (4HI1/01)

Paper 1: Depth Studies

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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Features of the period are analysed to explain consequences. [AO2]• Specific information about the topic is added to support the explanation. [AO1] <p>Maximum 4 marks for an answer dealing with only one consequence.</p>
3	6-8	<ul style="list-style-type: none">• 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] <p>No access to Level 3 for an answer dealing with only one consequence.</p>

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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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] <p>Maximum 6 marks for Level 2 answers that do not address three aspects.</p>
3	9-12	<ul style="list-style-type: none">• 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] <p>Maximum 10 marks for Level 3 answers that do not address three aspects.</p>

4	13-16	<ul style="list-style-type: none">• 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] <p>No access to Level 4 for answers that do not address three aspects.</p>
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Question	
<p>1 (a)</p>	<p>What impression does the author give about the White Terror in France?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</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>Indicative content Relevant points may include:</p> <p>The author gives the impression that the White Terror was based on revenge.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says 'demands for the punishment of officials' • The language the author uses, including 'retaliation', 'who had been responsible', 'hunted down' • The author has selected evidence that puts emphasis on the revenge aspect of the White Terror and has ignored evidence of the need for punishment for the excesses of the Terror. 	

Question	
<p>1 (b)</p>	<p>Explain two effects of Louis XVI's leadership on France in the years 1780-87.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect was that Louis XVI's leadership increased popular discontent across France because he had sanctioned increased taxes to raise money, which hit the Third Estate the hardest • An effect was that Louis XVI's leadership led to protests in the <i>parlements</i> because he appointed Finance Minister Calonne who attempted to extend taxes to the nobility and clergy, who resented this • An effect was that under Louis XVI's leadership, by 1786, France was virtually bankrupt and the repeated failures to avoid the situation led to criticism from the Assembly of Notables. 	

Question	
<p>1(c) (i)</p>	<p>'In the years 1789-91, the most significant reform made by the Constituent Assembly was the reform of the legal system.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 20px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • reform of the legal system • reform of local government. <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • The Assembly introduced a completely new single legal system for the whole of France, which replaced the old muddled system that had allowed different laws in different parts of France • The Assembly reformed the use of the death penalty and torture; branding and hanging were forbidden • The Assembly replaced the old <i>parlements</i>, feudal and church courts and replaced them with tribunals • The Assembly introduced trial by jury, e.g. criminal cases were to be tried in front of a jury of twelve citizens within each <i>département</i>. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The Assembly reorganised and strengthened French local government, e.g. they created a three-tier system of <i>départements</i>, districts and <i>communes</i> • The Assembly reformed and improved the financial system, e.g. internal tariffs were ended and free trade in grain was introduced, and indirect taxes were withdrawn • The Assembly reformed the Church, e.g. tithes, <i>annates</i> and <i>don gratuit</i> were abolished, which meant removal of some of the privileges the Church had previously held. 	

Question	
<p>1 (c) (ii)</p>	<p>'The role of the Committee for Public Safety was the main reason for the Terror (1793-94).'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="586 512 1375 707" 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"> • the Committee for Public Safety • the rising in the Vendée (February 1793). <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • The Committee of Public Safety instigated the Terror through its control of the National Convention, e.g. the Committee's members, Robespierre, Louis Saint-Just and Couthon directed policy • The Committee of Public Safety instigated the Terror to protect the revolution, e.g. the Hébertistes were accused, by the Committee, of planning a military dictatorship and were guillotined • The Committee of Public Safety passed laws such as the Law of Prairial and the Law of Suspects, which initiated the Terror. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The rebels in the Vendée who had challenged local officials, were responsible for causing the Terror as the Convention used 30,000 troops to deal with them • French military defeats in the spring of 1793 caused a sense of distrust and contributed to the need for 'The Terror' • In 1793, the National Convention imposed rationing and price controls, which led the Paris mob to loot shops for bread, coffee, sugar and clothing and the Terror was used as a means of control. 	

Question	
<p>2 (a)</p>	<p>What impression does the author give about the cause of the 1848 Revolutions in the Italian states?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</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>Indicative content Relevant points may include: The author gives the impression that the cause for the 1848 Revolutions in the Italian states was a desire for political change.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says '...who wanted liberal governments.' • The language the author uses, including 'ruthless', 'conservative... leadership', 'oppression', 'severe' • The author has selected evidence that put emphasis on the political factors driving the revolutions and ignored other factors, e.g. economic. 	

Question	
<p>2 (b)</p>	<p>Explain two effects of developments in Piedmont, in the years 1848-52, on Piedmont.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect was that the <i>Statuto</i> strengthened the role of the Piedmontese parliament in relation to the passing of legislation, imposing taxes and the freedom of the press, making Piedmont the centre of Italian liberalism • An effect was that the <i>connubio</i> strengthened the power of Parliament at the expense of the monarchy, by creating an alliance between Cavour and the leader of the centre-left, Urbano Rattazzi • An effect was that D'Azeglio's government was weakened by the political re-alignment caused by the <i>connubio</i> and his ministry collapsed, which opened the door for Cavour to become Prime Minister and influence the political development. 	

Question	
<p>2 (c) (i)</p>	<p>'In the years 1854-59, the most significant event on the way to Italian Unification was the war in the Crimea.'</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"> • the war in the Crimea • the Pact of Plombières (1858). <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • The Crimean War saw the involvement of Piedmont and this led to Piedmont's increasing diplomatic stature and control of the direction of Italian unity • The impact of the Crimean War marked the end of the Treaty of Vienna and this significantly weakened Austria's power over the peninsula • The impact of the Crimean War meant that Britain and France were no longer sympathetic to Austria's power in Northern Italy and its influence over the whole of the peninsula. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The Pact of Plombières was significant as it created a Kingdom of Upper Italy which included Piedmont, Lombardy and Venetia, the duchies of Parma, Modena and the Papal Legations • The battles at Solferino and Magenta were significant as French and Piedmontese armies defeated the Austrians, which started the weakening of Austria's grip on Northern Italy • The Treaty of Villafranca was significant in shaping Italian unification, with Austria agreeing to give Lombardy to France, which might then choose to give it to Piedmont. 	

Question	
<p>2 (c) (ii)</p>	<p>'The main obstacle to Italian unity after 1861 was the problems in the South.'</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"> • problems in the South • the problem of Venetia. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • The poverty and backwardness of the South, compared to the economically developed north, made unity difficult • In the regions of the South there was a strong tradition of self-government, particularly amongst the peasants, and this made unity difficult • The introduction of new taxes led to the re-emergence of the Brigands who engaged in a brutal war in the South and this made unity difficult. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The issue of Venetia was an obstacle to unity because it was controlled by the Austrians who were unwilling to give it up • The Pope's response to the creation of the new Italian state was The Syllabus of Errors, which was highly critical of Italian unity and had the support of some Italians, e.g. it was critical of liberalism and religious toleration • The stubborn loyalty of many Roman citizens to papal rule suggested that many Italian Catholics did not favour the unity of Italy • The issue of whether Italy should be a federal or unitary state proved to be difficult to resolve, as vested interests, e.g. Piedmont, Lombardy and the Catholic Church, preferred one over the other. 	

Question	
<p>3 (a)</p>	<p>What impression does the author give about the Spartacist uprising in 1919?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</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>Indicative content Relevant points may include:</p> <p>The author gives the impression that Spartacist uprising was poorly organised.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says '.....they had no clear plan for seizing power.' • The language the author uses, including 'hesitated', 'easily crushed' • The author has selected evidence that puts emphasis on the failures in the planning of the uprising rather than the initial success shown in the attack on vital installations e.g. telegraph offices, police stations and the SPD headquarters. 	

Question	
<p>3 (b)</p>	<p>Explain two effects of the Second World War on the German Home Front in the years 1939-45.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect was that there was significant drafting of women into the workplace, e.g. armaments factories, farms due to the need to maintain industrial and agricultural production during the war • An effect was that food was rationed immediately war started in 1939. Meats and fats were soon in short supply, food consumption fell per person, and by 1941, the sale of cigarettes, soap, clothing and shoes were restricted • An effect was that allied bombing campaigns had a direct impact on industrial production, e.g. workers were redirected to armaments production. 	

Question	
<p>3 (c) (i)</p>	<p>'In the years 1923-28, the main reason for the growth of the Nazi Party was the impact of the Munich Putsch.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="586 457 1375 617" 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"> • Munich Putsch (1923) • Nazi Party reorganisation (1924-28). <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • The Munich Putsch led to Hitler's imprisonment where he considered how best to achieve power. He adopted parliamentary means to achieving power and this helped in the growth of the Party • Hitler used the outcome of the Munich Putsch to get national publicity and sympathy for his ideas, which benefitted the Nazi Party • The Munich Putsch led to a short-term ban on the Nazi Party, which drove the NSDAP underground and added to the aura of the Party. This contributed to growth in support and allowed them to win seats in the 1928 Reichstag elections. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • Bouhler and Schwarz reorganised the Nazi Party by dividing it into regions and this was crucial to the growth of the Nazi Party • The Nuremberg conference (1927), saw unsuitable Gauleiters replaced and this strengthened central party organisation and bureaucracy, which aided its growth • Hitler's personal appeal ranged across different classes and in particular to the German youth, which aided the growth of the party. • The Weimar Republic appeared weak to many Germans and unable to cope with the post war financial and economic crisis and this was exploited by the Nazis, which resulted in more support, which aided their growth. 	

Question	
<p>3 (c) (ii)</p>	<p>'In the years 1933-39, the Nazi policies that had the greatest impact on German people were policies towards women.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="586 415 1373 611" 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"> • Nazi policies towards women • Nazi polices towards Catholics. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • The Nazis brought women into line with their ideology by creating the Women's Front (<i>Frauenfront</i>), which replaced all existing women's organisations and promoted the traditional role of women • In the years 1933-36, Nazi polices impacted women in work. e.g. nearly all 19,000 female civil servants in national and regional government lost their jobs, as did 15% of women teachers, and women could no longer be judges • In 1933, marriage loans were offered on the grounds that newly-wed women would not work outside the home • After 1937, Nazi economic policies meant that women were given increased employment opportunities. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • Nazi policies allowed German Catholics religious freedom, as agreed by the Concordat of 1933, however, Catholic youth groups were harassed and disbanded, e.g. the Catholic Youth League • The Nuremberg Laws seriously undermined the position of all Jews in Germany and set a precedent for later Nazi anti-Semitic policies • Nazi policies towards the young, e.g. the Hitler Youth and education, indoctrinated them and gave them less independence and freedom • Nazi policies towards workers, e.g. banning of the trade unions and their replacement with the German Labour Front, gave the Nazis greater control over workers. 	

Question	
<p>4 (a)</p>	<p>What impression does the author give about Gandhi's aims for India in the 1920s?</p> <p>You must use Extract A to explain your answer.</p> <p>Target: A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points may include:</p> <p>The gives the impression that Gandhi's aims for India were unrealistic.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says 'Gandhi's aims for the future of India, in the 1920s, were ridiculously unworkable.' • The language the author uses, including 'not possible', 'led to violence' • The author has selected evidence that puts emphasis on the weakness of Gandhi's aims and ignored the support that Gandhi got from many Indians, which suggests that his aims were not unrealistic. 	

Question	
<p>4 (b)</p>	<p>Explain two effects of communal violence, on India, in the years 1946-47.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect was that in 1946, communal violence saw 5000 Muslims killed in Calcutta, and Muslims slaughtered Hindus in Bengal, which strengthened the idea of the need for partition • An effect was that communal violence led the Muslim League to announce its support for a general strike (<i>hartal</i>) and assert its demand for a separate homeland for Muslims • An effect was that communal violence sparked religious riots in Noakhali, Bihar, United Provinces, Punjab and the North Western Frontier Province, which furthered the need for the partition of India. 	

Question	
<p>4 (c) (i)</p>	<p>'The impact of the Government of India Act (1935) was the main reason why British rule in India became more unpopular in the years 1930-37.'</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"> • the Government of India Act (1935) • the Round Table Conferences (1930-32). <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • The Government of India Act divided India into 11 provinces which would control all aspects of Indian life, and this made British rule more unpopular • The Government of India Act gave each of the 11 provinces a governor with emergency powers and this made British rule unpopular as it weakened the power of each provincial legislative assembly • The Government of India Act did not offer enough power to Muslims as the Muslim League felt the Act did not guarantee Muslim rights and this made British rule unpopular. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The Round Table Conferences assisted in making British rule unpopular, e.g. the First Round Table Conference decided that India would be run as a 'dominion', which was not what many wanted • Gandhi's Salt March (1930) led to thousands of Indian peasants following his advice by breaking the law to collect salt, which was a direct challenge to British law and rule and their popularity • The success of the Congress Party in the 1937 elections made it a significant partner in government with the Raj and demonstrated the unpopularity of British rule. 	

Question	
<p>4 (c) (ii)</p>	<p>'In the years 1939-45, the main impact of the Second World War on India was political.'</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"> • political impact • economic impact. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • Congress withdrew the Ministries from the provinces in order to disrupt India's participation in the war effort and hasten independence • The Cripps Mission's offer of full dominion status after the war was not what Congress wanted to hear and as a consequence it failed • The impact of the Second World War encouraged Gandhi to launch his last great <i>satyagraha</i> campaign, known as the 'Quit India' campaign, as he judged that Britain was in a critical time in the war • The impact of the Second World War encouraged Subhas Chandra Bose to urge Indians to rise up against British tyranny. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The initial economic impact of the Second World War was significant as prices of raw materials and food rose and a large overseas demand for India commodities like raw jute and oilseeds grew • The impact allowed older industries to expand, e.g. cement, cotton textiles, iron and steel, and sugar. By 1945, production was 20% higher than that in 1937 • The financial cost to India of the Second World War was huge and this put a significant strain on its economic infrastructure • The war impacted on the way of life of many Indians from all backgrounds who contributed to the war effort, e.g. 2 million Indians served in the army and others on merchant supply ships transporting supplies and food to soldiers in Europe. 	

Question	
<p>5 (a)</p>	<p>What impression does the author give about family life under Stalin's government? You must use Extract E to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</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>Indicative content Relevant points may include:</p> <ul style="list-style-type: none"> • The author gives the impression that family life had become seriously troubled <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that family life had broken down in much of the USSR, and that many children were feral • The language used by the author, including 'severely damaged', 'major problem' and 'improve' • The author has selected evidence to show that family life was troubled, but has not given examples of more positive developments, e.g. the increased freedom women had to escape abusive marriages. 	

Question	
<p>5 (b)</p>	<p>Explain two effects of the removal of the kulaks on the Soviet Union.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect of the removal of the kulaks was that the state gained land and rural property taken from the peasants who had been targeted • An effect of the removal of the kulaks was the disruption of agricultural production, as the kulaks tended to be the more productive farmers, which in turn had consequences for the Soviet Union's ability to feed itself • An effect of the removal of the kulaks was resistance and violence, as peasants fought against dekulakisation measures, and a lingering resentment and mistrust of government in rural areas. 	

Question	
<p>5 (c) (i)</p>	<p>'The main reason for the Moscow Show Trials of 1936-38 was to remove Stalin's rivals.'</p> <div data-bbox="586 338 1373 499" 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"> • Stalin's rivals • the cult of personality. <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • Stalin feared that individuals who held power from the earlier period were a threat, and organisations such as the Red Army and secret police may serve as bases for possible plots, and thus used the Show Trials to remove these threats • The first Show Trial, in 1936, served to eliminate former powerful old Bolsheviks such as Zinoviev and Kamenev, who had previously been seen as rivals to Stalin and were accused of colluding with Trotsky • The 1937 Show Trial saw Marshal Tukhachevsky, who Stalin considered a major rival (and nicknamed 'little Napoleon'), removed along with eight generals, removing a threat to Stalin from within the Red Army • At the 'Trial of the Twenty-One' in 1938, Bukharin, Rykov, Yagoda and others were found guilty and subsequently executed for plotting against Stalin, removing potential rivals from the Party, NKVD, and republics. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • Kirov's murder had created an atmosphere of suspicion and fear of conspiracies, which led to the arrests and justified the eventual Show Trials • The Show Trials were held to promote the cult of personality, serving to portray Stalin as a hero leading the Soviet Union to greatness, with Stalin rescuing it from threats • The deliberate public nature of the Moscow Show Trials served to let the Soviet people and wider world see what was happening to those who were 'enemies of the revolution', thus acting as a show of strength and deterrent • The Show Trials were held to justify the widespread repression and purges that were taking place, as demonstrations that the threat from 'enemies of the people' were real and substantial, and thus painting the repression as necessary and legitimate. 	

Question	
<p>5 (c) (ii)</p>	<p>'The most significant feature of the Soviet Union's experience during the Second World War was the Battle of Stalingrad.'</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Stalingrad • Soviet setbacks. <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • Stalingrad lasted for much of 1942-43, and was the largest single battle of the Second World War, in terms of numbers fighting, and resulted in significant military and civilian losses for the Soviet Union, e.g. 1.1 million members of the army were killed • The defence of Stalingrad marked a turning point, ending the German advance, securing vital communications and draining the strength of the German army • Stalingrad had significant psychological consequences on the Soviet war effort, rallying troops and the population as a victory celebrated in contemporary newspapers and propaganda. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The German invasion brought major disarray, e.g. the initial months saw Kiev and 600,000 troops lost in the south, with key cities such as Leningrad besieged in the north, leading to hundreds of thousands of inhabitants experiencing extreme suffering • The German invasion was significant in terms of territory lost, as the Wehrmacht had pushed 650 miles into central Russia within months, and in terms of the loss of military capacity, e.g. it cost the Soviet Union its entire air and tank force • The response of the Soviet people in the defence of 'Mother Russia' in a 'Great Patriotic War' - rather than in defence of the Soviet system - was a significant feature of the war, contributing to the eventual success in driving back German forces • A reduction in living standards was a major feature for Soviet civilians, e.g. consumer living standards were reduced by 40 per cent of the pre-war level, with severe shortages and hunger being a feature throughout the war • Changes to working conditions were a major feature of wartime life, e.g. over half the workforce was female, there was an increase in the proportion of farm labouring done by hand, and factory shifts typically saw 12 to 18 hour shifts. 	

Question	
6 (a)	<p>What impression does the author give about the Truman Doctrine? You must use Extract F to explain your answer.</p> <p>Target: A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The author gives the impression that the Truman Doctrine was a significant change <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that it saw a significant change America's approach and helped resist communism globally • The language used by the author, including 'moved', 'Few decisions... momentous consequences', and 'across the world' • The author has selected evidence to show that the Truman Doctrine was a crucial turning point but has not included how containment already featured in US policy, before the Truman Doctrine was fully developed in respect of this in July 1948. 	

Question	
<p>6 (b)</p>	<p>Explain two effects of the moves towards Détente on the Cold War.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect was improved relations after the Cuban Missile Crisis led to the establishment of the telephone 'hotline' between the leadership of the USA and Soviet Union • An effect was that, as a result of the thaw in relations, treaties were signed limiting the testing and spread of nuclear weapons, e.g. the Partial Test Ban Treaty (1963), reducing the dangers suggested by Mutually Assured Destruction • An effect was that, by 1972, the USA and USSR had negotiated some limits to the growth of their nuclear capabilities, e.g. the SALT 1 limits on strategic ballistic missiles, reducing the need for both sides to spend vast sums on defence. 	

Question	
<p>6 (c) (i)</p>	<p>'The main reason for the Hungarian uprising (1956) was Rakosi's rule.' How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Rakosi • de-Stalinisation. <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) 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 harsh nature of Rakosi's Soviet-backed rule, such as the imprisonment of c200,000 opponents and the actions of the AVH, had created significant unhappiness within Hungary
- The reduction in living standards during Rakosi's rule increased resentment, e.g. Hungarian wheat, coal and oil were sent to the Soviet Union, and economic plans that prioritised heavy industry over consumer goods
- Frustration with the Rakosi government contributed to Rakosi being removed from power in July 1956, and this removal of a hard-line leader served as a fillip to those who had previously been fearful to rebel.

Relevant points which counter the statement may include:

- It was only after de-Stalinisation increased the hope of reform, after Khrushchev's 'Secret Speech', that there was significant willingness amongst opponents to the regime to demand change
- Soviet influence in cultural life created resentment, which contributed towards the uprising, e.g. the mandatory teaching of Russian language in schools, and restrictions on Catholic worship
- The immediate triggers of the unrest of October 1956 were a combination of bad harvests, food shortages and bread shortages, which contributed to riots and student-led protests demanding reform
- The appointment of Imre Nagy and the withdrawal of the Red Army from Hungary raised expectations amongst reformers, contributing to increased demands, culminating in the request to leave the Warsaw Pact
- The expectation that Western support would materialise bolstered the protesters, e.g. the request to be recognised by the UN, and the encouragement given by Radio Free Europe leading protesters to believe US backing would be forthcoming.

Question	
<p>6 (c) (ii)</p>	<p>‘The main consequence of the Soviet invasion of Czechoslovakia was international criticism of the Soviet Union’s actions.’</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="586 380 1373 537" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • international criticism • Brezhnev Doctrine. <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • The Soviet response provoked a critical response from communist supporters in Western nations, e.g. Communist Party members resigned, or Communist Parties declared independence from Soviet communism • The Soviet Union faced criticism from Yugoslavia and Romania as a result of the Soviet invasion, and Albania withdrew from the Warsaw Pact in protest over the invasion • The Soviet invasion led to Lyndon Johnson criticising the invasion, referring it to the UN and pulling out of a planned meeting with Brezhnev. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • Brezhnev argued that the actions of Dubcek had threatened to undermine the Warsaw Pact, and thus the Soviet invasion led to the Brezhnev Doctrine as it made it necessary to justify Soviet authority over Hungary and other satellite states • As a consequence of the Soviet invasion, there was a reduced threat of conflict over ‘containment’ between the East and West, as the USA accepted the Soviet reassertion of its claim over Eastern Europe • The Soviet invasion of Czechoslovakia ended the hope for reform, reasserting hardline communist and Soviet control over the nation, and ended Dubcek’s tenure as leader • The Soviet Union’s response was positively received by the leadership of Poland, East Germany, and indeed traditional communists within Czechoslovakia, who had seen the reforms as being too liberal, and a threat to communism. 	

Question	
<p>7 (a)</p>	<p>What impression does the author give about Nixon’s attitude towards the Watergate Scandal? You must use Extract G to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</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>Indicative content Relevant points may include:</p> <ul style="list-style-type: none"> • The author gives the impression that Nixon’s attitude was one of denial of any wrongdoing <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that ‘he acted as if nothing had changed’ and claimed he was innocent of what he was accused of • The language used by the author, including ‘fully in charge’, ‘repeatedly’, and ‘angry and resentful’ • The author has selected evidence to show that Nixon was in denial of his responsibility for Watergate, but has not included how he did agree to turn evidence over to the Senate investigation. 	

Question	
7 (b)	<p>Explain two effects of the events at Little Rock (1957) on the USA.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect of Little Rock was that it demonstrated the federal government's commitment to enforcing desegregation, with Eisenhower's willingness to federalise the national guard in order to enforce the court ruling • An effect of Little Rock was that it increased national attention on civil rights issues in the South, with significant media coverage of the enrolment of the nine students • An effect of events at Little Rock was that it produced resistance and tension within Southern society, e.g. attacks on the nine, Orval Faubus's further attempts to fight desegregation, and the subsequent 'lost year' of school shut-downs. 	

Question	
<p>7 (c) (i)</p>	<p>'The main reason for changes to the methods used by civil rights protesters in the 1960s was that they had new leaders.'</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"> • new leaders • Martin Luther King. <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • Malcolm X and Elijah Muhammed criticised previous methods as submissive, argued that only separatism rather than integration would give black Americans autonomy, and contended that non-violence weakened those who were oppressed • Stokely Carmichael was significant in leading the changing approach within the movement, with his call for 'Black Power' serving as a rallying cry for a younger generation, developing understanding of notions of systemic discrimination • Other individuals made a significant contribution to the changing direction of the civil rights movement, e.g. Floyd McKissick led CORE to a more radical approach, Bobby Seale and Huey Newton founded the Black Panthers. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • A desire for a changing approach came with the increasing realisation that the passing of civil rights legislation alone was not widely transformative, e.g. civil rights legislation had done little to address social and economic inequalities • Advocates of Black Power highlighted frustrations with the slow-moving efforts of previous efforts to seek improvements through integration, and increasingly came to see self-determination as crucial to achieving equality and justice • Divisions over the extent of the achievements of civil rights reforms and how campaigns should progress were evident by the mid-1960s, e.g. SNCC members called for a black-only party after the Voting Rights Act had been passed • The failings of King's 'Northern Crusade' contributed to questioning of methods that had been used thus far, and increased the willingness of activists to turn to the more radical approaches that Black Power advocated • Events during the March against Fear played a significant part in the growth of Black Power, with the shooting of James Meredith and harassment of other marchers encouraging leaders such as McKissick and Carmichael to change their approach. 	

Question	
<p>7 (c) (ii)</p>	<p>'The main consequences of the protest movements that emerged in the 1960s were the gains made by women.'</p> <div data-bbox="586 338 1373 499" 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"> • women • the student movement. <p>You must also use information of your own</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • 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 • NOW successfully fought anti-discrimination cases in the courts, e.g. Weeks v. Southern Bell (1969), and campaigns against and boycotts of companies which followed discriminatory practices • Campaigning by the women's liberation movement led to gains on issues such as publicly-funded child-care and the repeal of abortion laws, e.g. with Roe v Wade (1973). <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The student movement saw development in terms of the range of issues it had an impact on, including racism, poverty, free speech, student rights and the Vietnam War • The SDS contributed to changing attitudes towards the war in Vietnam, and helped to force a shift in government policy and make the withdrawal from Vietnam more likely • Support from student societies for the civil rights campaign, such as rallies and marches, provided greater publicity for black civil rights and showed that American youths would not tolerate discrimination and segregation • Anti-Vietnam protests took on great significance in their own right, and had an impact on US politics, e.g. it contributed to LBJ's being challenged and his decision not to run • The anti-Vietnam War movement encouraged criticism of the failure of the government to fulfil promised domestic reform, e.g. the Great Society. 	

Question	
<p>8 (a)</p>	<p>What impression does the author give about South African society during the dismantling of apartheid? You must use Extract H to explain your answer.</p> <p>Target: A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</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>Indicative content Relevant points may include:</p> <ul style="list-style-type: none"> • The author gives the impression that South African society was increasingly tolerant <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that South African society saw an increase in desegregated activity across the media, workplace, religion and in various other areas • The language used by the author, including 'widespread changes', 'discover... things in common', and 'promote a more inclusive' • The author has selected evidence to show that South African society healed and united during this period, but has not given examples of the violence that occurred during the period of negotiations. 	

Question	
<p>8 (b)</p>	<p>Explain two effects of the work of the ANC on resistance to apartheid in the years 1955-78.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • An effect of the work of the ANC was that it contributed to growing resistance through the organisation they brought to opposition in the years from 1955, e.g. the Congress of the People and the 1957 bus boycott • An effect of the work of the ANC was that its Freedom Charter helped further resistance as it served as a programme of demands, calling for rights such as the vote, the freedom to associate and equality before the law • An effect of the ANC was that in exile, it was successful in recruiting international opposition against the South African regime, e.g. the support Oliver Tambo gained at the UN. 	

Question	
<p>8 (c) (i)</p>	<p>'The most significant development in the apartheid system, in the years 1948-54, was the Pass Laws (1952).'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Pass Laws (1952) • the Population Registration Act (1950). <p>You must also use information of your own</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • The Pass Laws restricted the majority of Black Africans from leaving the reserves, creating significant resentment amongst Black Africans, e.g. regular confrontations with police over issues such as stop and search • The changes to the Pass System meant employers could record behavioural evaluations of the holder, and the authorities recorded occasions when permission had been denied or granted to be in a given area • The Pass Laws were significant as they were overtly exclusionary and directed to relocating Black South Africans from 'white' areas and containing them within the Bantustans, in effect policing acts such as the Group Areas Act (1950) • Legal enforcement of the Pass Laws was significant in that it led to around three million people being given criminal convictions. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The Population Registration Act (1950) was significant as it underpinned the whole system of apartheid, forcing all individual South Africans into a particular racial category, creating the distinctions between Whites, Blacks and Coloureds • Laws such as the Prohibition of Mixed Marriages Act (1949) and the Immorality Amendment Act (1950) were significant in restricting marriage and personal relations between whites and non-whites • The Group Areas Act (1950) was significant as it affected around 600,000 people, leading to Black South Africans and those designated as 'Coloured' and 'Indian' being relocated, often far away from their original homes in urban areas • The Bantu Authorities Act (1951), was a significant development in geographical segregation, establishing homelands according to ethnic groups, under the control of cooperative tribal leaders. 	

Question	
<p>8 (c) (ii)</p>	<p>'The main reason why opposition grew in South Africa in the years 1978-90 was the reforms of PW Botha.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Botha's reforms • the ANC. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</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>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • Botha's reforms gave hope to anti-apartheid groups that the government was weakening – they triggered a wave of protest in the mid-1980s, encouraged radicals within the ANC and Inkatha, and new movements to form such as the UDF • Botha's reforms created divisions amongst white conservatives, and led to the development and increasing militancy and violence of white paramilitary groups such as the AWB • Botha's reforms provoked a negative reaction amongst some urban blacks as the reforms failed to fulfil the aims of those who had hoped to buy their own homes, establish businesses in Whites-only areas or regain citizenship. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • The 1980s saw a huge revival in interest in the ANC, with increased calls for Mandela's release, and the involvement of campaigners such as Walter Sisulu's wife in the UDF campaigns, which reflected many of the ideals and aims of the ANC • Increased international condemnation and trade sanctions coordinated by the UN helped trigger the financial crisis of 1985, which created unrest as it increased black unemployment and hit white incomes • Church leaders such as Bishop Desmond Tutu, Rev Allan Boesak and Frank Chikane were vocal opponents throughout the 1980s, encouraging opposition through leadership of groups such as the UDF, and activities such as mass rallies • The evident weakening of the regime, its repressive reaction and the development of rival factions opposed to apartheid, led to a vicious cycle of unrest, e.g. between the ANC and AZAPO in Soweto in 1985, and the UDF and Inkhata in Natal. 	

