



Mark Scheme (Results)

Summer 2025

Pearson Edexcel International GCSE  
In History (4HI1)  
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)

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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 address three 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 address three 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 address three aspects.</b></p>
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Question	
<b>1 (a)</b>	<p>What impression does the author give about the <i>philosophes</i> in France?</p> <p>You <b>must</b> use Extract A to explain your answer.</p> <p><b>Target: A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b></p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> <li>The author gives the impression that the <i>philosophes</i> wanted to get rid of the <i>ancien régime</i>.</li> </ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>The extract says that '...condemned the <i>ancien régime</i> and the inequality it represented.'</li> <li>The language the author uses, including 'condemned', 'challenge', 'criticised'</li> <li>The author has selected evidence that places emphasis on the idea that the <i>philosophes</i> only wanted to get rid of the political system, whereas they had other aims, e.g. the use of reason and science.</li> </ul>	



Question	
<b>1 (b)</b>	<p>Explain <b>two</b> effects of the Tennis Court Oath on France in 1789.</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 the following:</p> <ul style="list-style-type: none"> <li>• An effect was that it led to the Third Estate on 17 June, declaring themselves to be a National Assembly representing the people of France</li> <li>• An effect was that it encouraged deputies from both the First and Second estates to join with the National Assembly</li> <li>• An effect was that it confirmed that popular opinion in Paris had turned against the <i>ancien régime</i>.</li> </ul>	

Question	
<p><b>1 (c) (i)</b></p>	<p>'In the years 1791-92, the main reason why constitutional monarchy failed in France was the impact of war with Austria and Prussia.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="502 470 1473 674" 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 war with Austria and Prussia</li> <li>• the National Convention.</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. 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 the following:</p> <ul style="list-style-type: none"> <li>• The war increased distrust in the King as Louis had hoped that war would lead to a French defeat and an overthrow of the revolutionary government</li> <li>• The war increased economic problems and food shortages and made the revolution increasingly extreme and republican</li> <li>• The increasing threat to Paris from the Austrian and Prussian armies produced a revolutionary fervour that led to an attack on the Tuileries and the suspension of the monarchy.</li> </ul> <p>Relevant points which counter the statement may include the following:</p> <ul style="list-style-type: none"> <li>• It was the radical National Convention, elected in September 1792, that legally abolished the monarchy</li> <li>• The attempted flight of the royal family to Varennes in 1791 undermined its position and there were calls for Louis to stand trial</li> <li>• The growing republicanism in Paris and the political clubs, demanding the ending of the monarchy, pre-dated the war</li> <li>• The depression in the luxury trades in Paris produced unemployment and economic misery, which created Sans Culottes radicalism and anti-monarchy sentiment.</li> </ul>	

Question	
<p><b>1 (c) (ii)</b></p>	<p>The main achievement of the Directory's rule of France, in the years 1795-98, was dealing with internal threats.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="502 427 1474 631" 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>• internal threats</li> <li>• the economy.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<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. 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 the following:</p> <ul style="list-style-type: none"> <li>• The Directory was successful for four years in checking threats posed by the royalist right</li> <li>• The Directory dealt successfully with threats from the left, e.g. Conspiracy of the Equals</li> <li>• The Directory crushed the revolt in the Vendée.</li> </ul> <p>Relevant points which counter the statement may include the following:</p> <ul style="list-style-type: none"> <li>• The Directory introduced some successful financial measures, e.g. the restoration of some indirect taxation and a new currency that stabilised the economy</li> <li>• The Directory prevented government by dictatorship, e.g. members of the Directory would not be able to sit in either of the two large councils and their powers were limited</li> <li>• The Directory ended mass executions, and measures taken against exiled priests and royalists were relaxed</li> <li>• The Directory used the new constitution for France (The Constitution of Year III), which avoided the extremism of the Jacobins and the Sans Culottes and the conservatism of the royalists and the <i>ancien régime</i>.</li> </ul>	

Question	
<b>2 (a)</b>	<p>What impression does the author give about the role of Garibaldi in the unification of Italy?</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 the following:</p> <ul style="list-style-type: none"> <li>• The author gives the impression that Garibaldi's role was crucial in the unification of Italy.</li> </ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that 'Without Giuseppe Garibaldi the southern Italian states would not have been part of the unification process.'</li> <li>• The language the author uses, including 'organised', 'easily defeated', 'handed over'</li> <li>• The author has selected evidence that puts emphasis on the role played by Garibaldi and ignored that Garibaldi was outmanoeuvred by Cavour and not portrayed as a hero in Piedmont.</li> </ul>	

Question	
<p><b>2 (b)</b></p>	<p>Explain <b>two</b> effects of the Pact of Plombières on Italian unification.</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 the following:</p> <ul style="list-style-type: none"> <li>• An effect of the pact was that it led to France joining Piedmont in a war against Austria, which diminished Austria's grip on the peninsula and this aided unification</li> <li>• An effect of the pact was that it led to the creation of a Kingdom of Upper Italy, covering the provinces of the north, thereby creating an area of unified Italy</li> <li>• An effect of the pact was that it resulted in Piedmont ceding Savoy to France, as the majority of the population was French speaking, which cleared an obstacle to unification.</li> </ul>	

Question	
<p><b>2 (c) (i)</b></p>	<p>'Economic difficulties were the main reason for revolutions in the Italian states in 1848.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="502 497 1473 701" 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>• economic difficulties</li> <li>• uprisings in Sicily.</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. 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 the following:</p> <ul style="list-style-type: none"> <li>• Economic difficulties caused by poor harvests led to food riots in the north and south, with protesters demanding political change</li> <li>• Under-employment in the textiles industries in the north, resulted in workers destroying machinery and demanding political change</li> <li>• In southern areas, e.g. Calabria, land enclosure had taken common land from the peasantry, which resulted in violence and demand for political change.</li> </ul> <p>Relevant points which counter the statement may include the following:</p> <ul style="list-style-type: none"> <li>• In Sicily, uprisings were a reaction to cholera (which killed 65,000 people) leading to a belief it was in some way connected to Neapolitan misrule and revolutionaries demanding the re-establishment of the 1812 Constitution</li> <li>• Pope Pius heightened the expectations of liberals for reform by declaring an amnesty for political offences, releasing some 2000 prisoners from papal gaols</li> <li>• In Lombardy, Austrian refusal to respond to agitation for political reform led to 'The Five Days of Milan'</li> <li>• In Naples, demonstrations forced Ferdinand to agree to grant a constitution and this raised expectations amongst liberals throughout the Italian peninsula for further political change.</li> </ul>	

Question	
<p><b>2 (c) (ii)</b></p>	<p>'In the years 1848-54, King Victor Emmanuel II played the most significant role in the development of Piedmont.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="502 439 1473 640" 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>• King Victor Emmanuel II</li> <li>• Cavour.</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. 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 the following:</p> <ul style="list-style-type: none"> <li>• At the decisive battles of Magenta and Solferino, King Victor Emmanuel II commanded the Piedmontese corps in person to the benefit of Piedmont</li> <li>• Following the armistice of Villafranca, King Victor Emmanuel II exercised a valuable restraint on Cavour, who wanted to continue the war alone which could have been to the detriment of Piedmont</li> <li>• In 1852, King Victor Emmanuel II made the momentous decision to turn the control of the government to Cavour who reformed Piedmont's economy and reformed the church.</li> </ul> <p>Relevant points which counter the statement may include the following:</p> <ul style="list-style-type: none"> <li>• Cavour provided inspiration, insight and leadership that was essential for the development of Piedmont</li> <li>• Cavour oversaw the development of railway building, which he believed would modernise Piedmont and assist in creating the Italian state.</li> <li>• The Statuto was granted by Charles Albert in March 1848 and this liberal constitution made Piedmont the centre of liberal thought and Italian nationalism, as well as a modern liberal state</li> <li>• Giuseppe Siccardi brought in a series of liberal bills, passed by the Piedmontese parliament, that controlled the power of the church, without consulting the church, showing Piedmont's rulers' desire to assert state over church.</li> </ul>	

Question	
<b>3 (a)</b>	<p>What impression does the author give about the response of the Weimar government to the Great Depression?</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> Relevant points may include the following:</p> <ul style="list-style-type: none"> <li>• The author gives the impression that the Weimar government failed to cope with the problems caused by the Great Depression.</li> </ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that '..., which it found difficult to deal with.'</li> <li>• The language the author uses, including 'little agreement', 'little was done', "hunger chancellor"</li> <li>• The author has selected evidence that puts emphasis on the inability of the Weimar government to deal with the Great Depression and ignored some of the actions it took, e.g. suspended reparation payments.</li> </ul>	



Question	
<b>3 (b)</b>	<p>Explain <b>two</b> effects of the Reichstag Fire on the Nazi Party.</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 the following:</p> <ul style="list-style-type: none"> <li>• An effect of the fire was that it gave the Nazi Party a tactical and propaganda opportunity to portray themselves as the defenders of the German people instead of weak Weimar governments</li> <li>• An effect of the fire was that it enabled the Nazi Party to blame the Communists and accuse them of planning a national coup. Communists were removed as a source of opposition in the Reichstag</li> <li>• An effect of the fire was that it allowed the Nazi Party to take actions, which legalised persecution and repression of all opposition, e.g. it allowed them to begin establishing a dictatorship by passing the Reichstag Fire Decree.</li> </ul>	

Question	
<p><b>3 (c) (i)</b></p>	<p>'Hyperinflation was the main reason why the governments of the Weimar Republic had problems in the years 1919-23.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="502 436 1476 638" style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• hyperinflation</li> <li>• the Treaty of Versailles.</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. 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 the following:</p> <ul style="list-style-type: none"> <li>• Hyperinflation was a problem because, as the currency became worthless, people with savings and those on fixed incomes found themselves penniless and blamed Weimar politicians</li> <li>• As a consequence of hyperinflation, imports to Germany fell and, as the shortages became worse, the Weimar governments could not import the goods it needed for survival</li> <li>• Hyperinflation made daily life in the Weimar Republic difficult for many as it created a situation whereby prices rose almost hour by hour.</li> </ul> <p>Relevant points which counter the statement may include the following:</p> <ul style="list-style-type: none"> <li>• The acceptance of the Treaty of Versailles by the Weimar governments led to accusations of 'stab in the back', and many Germans felt the Treaty left Germany weak and vulnerable</li> <li>• The Weimar Constitution used proportional representation to create a multi-party system, which meant the Republic could be ruled by weak coalition governments, e.g. the period saw nine different governments</li> <li>• Weimar governments had problems due to threats from the Left, e.g. the Spartacists</li> <li>• The Weimar government had problems due to threats from the Right, e.g. the Kapp Putsch, the Munich Putsch.</li> </ul>	

Question	
<p><b>3 (c) (ii)</b></p>	<p>‘During the Second World War the most significant impact on the German Home Front came from Allied bombing.’</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="502 495 1474 698" 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>• Allied bombing</li> <li>• rationing.</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. 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 the following:</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> </ul> <p>Relevant points which counter the statement may include the following:</p> <ul style="list-style-type: none"> <li>• Food was rationed immediately the war started in 1939; 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>• There was significant drafting of women into the workforce as there was a need to maintain industrial and agricultural production, e.g. armaments factories, farms</li> <li>• Persecution of Jewish people intensified on the home front, e.g. in 1941, they were forced to wear the yellow Star of David on their sleeve</li> <li>• Towards the end of the war, there was a shortage of labour as the need for soldiers to fight the war meant that men, young and old, were drafted from the home front into the army.</li> </ul>	

Question	
<p><b>4 (a)</b></p>	<p>What impression does the author give about Mountbatten's role in India's independence?</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 the following:</p> <ul style="list-style-type: none"> <li>• The author gives the impression that Mountbatten was crucial to the process of India's independence.</li> </ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that '...totally different from any of the previous Viceroys.'</li> <li>• The language the author uses, including 'sheer determination', 'charm', 'man of action'</li> <li>• The author has selected evidence that puts emphasis on the positive aspects of Mountbatten's role and ignored the negatives, e.g. Jinnah was not impressed by him.</li> </ul>	

Question	
4 (b)	<p>Explain <b>two</b> effects of the Second World War on 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 the following:</p> <ul style="list-style-type: none"> <li>• An effect of the Second World War was that it loosened the British hold on India because it gave the Hindus and Muslims a chance to push their own cause, and this aided the campaign for independence</li> <li>• An effect of the Second World War was that it led to Congress launching the 'Quit India' campaign in August 1942, which saw it refusing to co-operate in any way with the British government until independence was granted</li> <li>• An effect of the Second World War was that it led to Congress withdrawing from the Ministries in the provinces in order to disrupt India's participation in the war effort and hasten independence.</li> </ul>	

Question	
<p><b>4 (c) (i)</b></p>	<p>The main reason for the growth of Indian nationalism, in the years 1919-20, was the impact of the First World War.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="502 506 1474 710" 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 First World War</li> <li>• the Rowlatt Acts.</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. 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 the following:</p> <ul style="list-style-type: none"> <li>• India had poured men and materials into the war effort, and contributed financially through taxation and this led a growing desire for self-governance</li> <li>• India's war effort led Congress to talk openly about self-government and generated nationalistic feeling</li> <li>• The war had led to a build-up of resentment at oppression that came from the Defence of India Act.</li> </ul> <p>Relevant points which counter the statement may include the following:</p> <ul style="list-style-type: none"> <li>• The Rowlatt Acts included trial without jury, censorship and house arrest, and were seen as Britain exerting authority and gave rise to growing nationalism</li> <li>• The Rowlatt Acts alienated a wide range of Indian public opinion and fuelled growing nationalism</li> <li>• The provisions of the Government of India Act (1919), e.g. introducing dyarchy, were a huge disappointment to Congress and many Indians and this led to growing nationalism.</li> <li>• The Amritsar Massacre and the Hunter Report (1920) on Amritsar and the vindication of Dyer further fuelled growing Indian nationalism, as the British authorities were seen as complicit.</li> </ul>	

Question	
<p><b>4 (c) (ii)</b></p>	<p>In the years 1921-37, the Muslim League played the most significant role in the growth of Indian nationalism.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="502 405 1474 607" style="border: 1px solid black; padding: 5px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the Muslim League</li> <li>• the Simon Commission (1928).</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. 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 the following:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• The Muslim League supported the Khilafat Movement, which repudiated British rule in India and contributed to the growth of Indian nationalism</li> <li>• The Muslim League supported an all-India nationalist movement, which was key in driving Indian nationalism.</li> </ul> <p>Relevant points which counter the statement may include the following:</p> <ul style="list-style-type: none"> <li>• As Congress's support under Gandhi's leadership became culturally more widespread and less confined to educated Indians, it devoted itself more to populist nationalism</li> <li>• Gandhi's campaigns, based on peaceful protest and civil disobedience, fostered a growing sense of Indian identity and nationalism</li> <li>• Congress used agitation regarding social welfare in the villages of India to foster a growing sense of Indian nationalism</li> <li>• 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.</li> </ul>	

Question	
<b>5 (a)</b>	<p>What impression does the author give about how Stalin was able to be successful in his leadership bid?</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 the following:</p> <ul style="list-style-type: none"> <li>• The author gives the impression that Stalin was successful in his leadership bid because he was clever.</li> </ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that Stalin deliberately misled Trotsky and abused his party role to strengthen his position</li> <li>• The language the author uses, including 'tricked', 'planned carefully' and 'portray himself'</li> <li>• The author has selected evidence to show that Stalin took advantage of his position and his rivals, and has not included how his policy beliefs were seen by many as less radical and risky than those of rivals such as Trotsky.</li> </ul>	



Question	
<b>5 (b)</b>	<p>Explain <b>two</b> effects of Stalin's policies on ethnic minorities in the Soviet Union.</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 the following:</p> <ul style="list-style-type: none"> <li>• An effect of Stalin's policies on ethnic minorities was that they were forced to leave their homelands, with Poles, Latvians, Chechens, Kurds and Germans experiencing forced deportation en masse in the 1930s and 1940s</li> <li>• An effect of Stalin's policies on ethnic minorities was death, with estimates of over 40 per cent of some groups in the 1940s dying as a result of malnutrition, disease and mistreatment</li> <li>• An effect of Stalin's policies on ethnic minorities was cultural repression, e.g. as Islam was seen as a barrier to Soviet development, in the central Asian Republics religious leaders were persecuted and worshippers treated harshly.</li> </ul>	

Question	
<p><b>5 (c) (i)</b></p>	<p>'The main consequence of collectivisation was changes to living conditions in the countryside.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="502 439 1474 636" 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>• living conditions</li> <li>• kulaks.</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. 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 the following:</p> <ul style="list-style-type: none"> <li>• Collectivisation worsened living conditions as the decline in available grain played a significant role in widespread famine from 1932, resulting in an estimated 7 million deaths across the Ukraine, Kazakhstan and the Caucasus</li> <li>• Collectivisation changed living conditions as many peasants were forced to move on to collective farms, and thus resulted in the majority of private plots being abolished</li> <li>• Collectivisation changed living conditions as peasants found themselves under increased control from Soviet authorities.</li> </ul> <p>Relevant points which counter the statement may include the following:</p> <ul style="list-style-type: none"> <li>• Collectivisation facilitated industrialisation by supplying the grain necessary to feed the populations of towns and cities, and by the earnings from the export of grain overseas paying for imports of industrial technology</li> <li>• Collectivisation led to the removal of the kulaks, who were sent to Siberia, shot or forced to go work in the new factories</li> <li>• Collectivisation contributed to the Soviet Union moving further towards socialism, with the elimination of kulaks, the abolition of capitalism barring small private plots and increased control under Soviet officials</li> <li>• Collectivisation enhanced the power of Stalin, as opponents of the policy, such as Bukharin and Rykov, lost influence</li> <li>• Collectivisation led to new methods and improvements in agriculture, e.g. the use of tractors, greater use of fertilisers and larger-scale approaches to production.</li> </ul>	

Question	
<p><b>5 (c) (ii)</b></p>	<p>'The main reason for the setbacks experienced by the Soviet Union in the years 1941-42 was the purge of the armed forces.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="502 398 1473 600" style="border: 1px solid black; padding: 5px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the purge of the armed forces</li> <li>• Stalin's leadership.</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 following:

- The purges of the late 1930s removed around 35,000 of the officer corps, which weakened the Red Army's ability to organise resistance to the German invasion
- The execution of 80 members of the Supreme Military Council contributed to the defeats of the early war years as it removed many of the most experienced and effective senior officers
- The purge of the officer class of the armed forces contributed to setbacks as it weakened the Red Army's ability to stand up to Stalin over issues such as poor military preparedness despite clear warning signs of the forthcoming invasion
- The purges contributed to setbacks as they created a culture where officers and military planners emphasised the invincibility of the Red Army, telling Stalin what he wanted to hear in order to avoid being purged.

Relevant points which counter the statement may include the following:

- Stalin's refusal to heed the advice of what proved to be accurate British and Russian intelligence warnings of the impending launch of Operation Barbarossa contributed to the poor Soviet response
- Stalin's delayed response to the German invasion contributed to particularly heavy Soviet losses in the early weeks of the invasion, and his overconfidence in ordering offensives in May 1942 proved costly in exhausting his troops
- Military deployment on the eve of the invasion exacerbated their vulnerability to German attack and encirclement, as many of the Red Army's best trained and equipped units were deployed in offensive positions along a 1800km border
- The lack of economic readiness hampered Soviet military performance, with industrialisation plans providing for the Red Army to be modernised by around 1943, and thus not ready for war in 1941.

Question	
<b>6 (a)</b>	<p>What impression does the author give about relations between the Soviet Union and the West at the end of the Second World War.</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 the following:</p> <ul style="list-style-type: none"> <li>• The author gives the impression that relations at the end of the Second World War were strained.</li> </ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that the western leaders were concerned about Soviet actions in Europe, and Stalin's failure to keep to what he had promised</li> <li>• The language the author uses, including 'increasingly evident', 'achieved little', 'alarmed' and 'feared'</li> <li>• The author has selected evidence to show that relations were poor between the leaders, and has not included how upon taking office, Truman waved away Churchill's concerns over Stalin's intentions in Europe.</li> </ul>	

Question	
<b>6 (b)</b>	<p>Explain <b>two</b> effects of Khrushchev's policy of peaceful co-existence on the Cold War in the 1950s.</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 the following:</p> <ul style="list-style-type: none"> <li>• An effect of peaceful co-existence was that it lessened the threat of the Cold War escalating, e.g. there was a reduction in the number of Soviet military bases, and an improved outlook between the Superpowers</li> <li>• An effect of peaceful co-existence was that it improved dialogue between the two Superpowers, e.g. Khrushchev's willingness to attend meetings outside of the Soviet Union, such as Geneva and Camp David</li> <li>• An effect of Khrushchev's interpretation of peaceful coexistence was that it led to increased competition and even tension, with a 'propaganda war' between the two Superpowers, and increased investment in the space race.</li> </ul>	

Question	
<p><b>6 (c) (i)</b></p>	<p>'The main reason for the Berlin Crisis of 1948-49 was the actions of the Soviet Union.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="502 439 1474 636" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Soviet actions</li> <li>• Bizonia.</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. 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 the following:</p> <ul style="list-style-type: none"> <li>• Soviet interference in Berlin politics contributed to a breakdown in cooperation between Communists and others in Berlin, e.g. preventing the democratically-elected Mayor, the Social Democratic Ernst Reuter, from taking up his post</li> <li>• The walk out of the Allied Control Council by the Soviets in March 1948, and the subsequent interference with traffic between Western zones and Berlin, made cooperation over Berlin more difficult</li> <li>• Stalin's blockade of Berlin effectively ended cooperation between the former allies, bringing this to a crisis by locking all road and rail traffic, and forcing the Western allies to choose between abandoning Berlin, or intervening to support the inhabitants.</li> </ul> <p>Relevant points which counter the statement may include the following:</p> <ul style="list-style-type: none"> <li>• The merging of the British and American zones into Bizonia in 1947 was seen as a provocative act by Stalin, as a move towards creating a stronger, unified Germany, against what had been previously agreed</li> <li>• The Western powers continued to seek a solution to the issue of Germany and Berlin without fully involving the Soviets, e.g. the London Conference of 1948 was viewed by the Soviets as a violation of the Potsdam Agreement</li> <li>• The acceptance of Marshall Aid by the Western zones created significant differences in living standards, most evident in Berlin, and was seen by Stalin as an attempt to undermine Soviet influence, resulting in Soviet retaliatory stops of road traffic</li> <li>• Attempts by the Western powers to introduce a new constitution, and, in particular, a new currency in June 1948 triggered a foreign exchange crisis, and was what directly prompted Stalin to blockade road and rail traffic</li> <li>• The different aims that the two Superpowers had for Germany was an underlying cause of the crisis, with the Soviet desire to weaken and the American wish to rebuild being increasingly at odds with the expected cooperation between them.</li> </ul>	

Question	
<p><b>6 (c) (ii)</b></p>	<p>'The main consequence of the construction of the Berlin Wall (1961) was a reduction in Cold War tension.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="502 398 1476 600" style="border: 1px solid black; padding: 5px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the reduction in Cold War tension</li> <li>• relations between East and West Germany.</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. 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 the following:</p> <ul style="list-style-type: none"> <li>• The building of the Berlin Wall reduced tension as it aided stability in East Germany by reducing the exodus of refugees, and thus reduced the need for the Soviets to pressure the Western powers over Berlin</li> <li>• The building of the Wall reduced espionage and other subversive activity, and thus reduced Cold War tensions which had been produced by such activities</li> <li>• The Wall reduced tension as it meant Khrushchev no longer had a reason to try to force the West out of Berlin, and thus the ultimatum was dropped and Berlin became less of a pressure point.</li> </ul> <p>Relevant points which counter the statement may include the following:</p> <ul style="list-style-type: none"> <li>• The building of the Berlin Wall further confirmed the division of Germany into two separate nations, with the GDR further integrated into the Soviet Bloc</li> <li>• The building of the Wall raised tensions in the short-term, with the US responding by sending over 200 jets to Europe and mobilising around 150,000 reserve troops</li> <li>• The construction of the Berlin Wall led to a serious stand-off between the two Superpowers, e.g. the USA disputed the right of Soviet troops to guard the checkpoints and check the passports of American officials who passed through</li> <li>• The construction of the Berlin Wall led to it becoming a focus for Western anti-communist publicity and propaganda, serving as a symbol of communist oppression, e.g. Kennedy's visit in 1963 highlighted its restrictive nature.</li> </ul>	

Question	
<b>7 (a)</b>	<p>What impression does the author give about the contribution of Rosa Parks to the Montgomery Bus Boycott?</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> Relevant points may include the following:</p> <ul style="list-style-type: none"> <li>• The author gives the impression that Rosa Parks' contribution was important.</li> </ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that Rosa Parks' actions made a major contribution towards desegregation, and that she took 'great personal risks' in doing so</li> <li>• The language the author uses, including 'courageous individuals', 'great personal risks', and 'remarkable unity'</li> <li>• The author has selected evidence to show that Rosa Parks' personal stand was very significant, but has not included how the NAACP rejected other similar cases as the individuals concerned were from chequered backgrounds.</li> </ul>	



Question	
7 (b)	<p>Explain <b>two</b> effects of the Watergate scandal on US politics.</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 the following:</p> <ul style="list-style-type: none"> <li>• An effect of the Watergate scandal was that it increased Congressional control of the Executive and its agencies, as Congress passed laws on freedom of information, openness in government and campaign finance</li> <li>• An effect of the Watergate Scandal was the proceedings for the impeachment of Nixon, and his subsequent resignation as a result of the scandal, weakened the prestige and authority of the office of the presidency</li> <li>• An effect of the scandal was that it boosted the Democratic Party, increasing its control of the Senate and Congress in the 1974 mid-terms.</li> </ul>	

Question	
<p><b>7 (c) (i)</b></p>	<p>'The main reason for the downfall of McCarthy was the media.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="502 432 1473 629" style="border: 1px solid black; padding: 5px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the media</li> <li>• the army.</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. 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 the following:</p> <ul style="list-style-type: none"> <li>• Television coverage of the Army-McCarthy hearings contributed to McCarthy's downfall as they meant the public saw his aggressive methods</li> <li>• Ed Murrow's documentary on McCarthyism, which highlighted McCarthy's tactics and abuse of the truth, led to a public backlash against McCarthy</li> <li>• Investigative journalists such as Drew Pearson and Jack Anderson wrote over 50 columns attacking McCarthy, helping to discredit him and bring about his censure by the senate</li> <li>• Appearances on the media by McCarthy in interviews and press conferences contributed to his downfall, as they revealed his aggression and his failure to produce evidence to support his claims when questioned.</li> </ul> <p>Relevant points which counter the statement may include the following:</p> <ul style="list-style-type: none"> <li>• McCarthy's decision to investigate the Army contributed to his downfall, as his attempts to attack respected veterans such as Brigadier-General Zwicker revealed his comparative shortcomings, and led the army to counter attack</li> <li>• Whilst Eisenhower remained publicly silent over McCarthy, Eisenhower helped bring about McCarthy's downfall by allowing his aides to release material to the Army and journalists, which discredited McCarthy and his claims</li> <li>• The lack of evidence to support McCarthy's claims was significant in his downfall, as the evident gap between his claims of communist infiltration and failure to demonstrate these with evidence became more notable</li> <li>• Opposition within the Senate to McCarthy contributed to his downfall, as growing support for those who disliked his methods led to his censure, which severely hit his credibility and power to act.</li> </ul>	

Question	
7 (c) (ii)	<p>The main consequence of the women's movement was the creation of opposition to their own movement.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="502 459 1473 656" style="border: 1px solid black; padding: 5px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• opposition</li> <li>• legal changes.</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

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### Indicative content

Relevant points which support the statement may include the following:

- The women's movement produced a backlash, which led to the formation of opposition campaigns such as the STOP ERA campaign, led by Phyllis Schlafly
- The women's movement produced an opposition response, as many found the militant elements off-putting, which galvanised a growing anti-feminist force that appealed to many women who had previously been apolitical
- The women's movement led to opposition from those who disagreed over various issues, e.g. objections to their stance on contraception and abortion, through to groups such as Women who Want to Be Women and Females Opposed to Equality
- The women's movement saw opposition from those who criticised its failure to broaden beyond a narrow, white, middle-class group.

Relevant points which counter the statement may include the following:

- 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 efforts of NOW led to success in anti-discrimination cases in the courts, e.g. Weeks v. Southern Bell (1969), and campaigns against and boycotts of companies which followed discriminatory practices, e.g. Colgate-Palmolive and AT&T
- The women's movement led to mass awareness and support for the cause, e.g. Betty Friedan's work found a large audience, and the 1970 'Women's Strike for Equality' saw actions in 90 cities, with a 50,000 strong march in New York.

Question	
<b>8 (a)</b>	<p>What impression does the author give about resistance to apartheid in the early 1950s?</p> <p>You <b>must</b> use Extract H to explain your answer.</p> <p><b>Target: AO4 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content</b> Relevant points may include the following:</p> <ul style="list-style-type: none"> <li>• The author gives the impression that protest was out of control.</li> </ul> <p>This is shown by the following:</p> <ul style="list-style-type: none"> <li>• The extract says that despite the ANC's efforts to keep resistance peaceful, it led to riots and severe reprisals from the police</li> <li>• The language the author uses, including 'getting out of hand', 'massacred', and 'extensive rioting'</li> <li>• The author has selected evidence to show that resistance escalated, but has not included how much of the opposition remained peaceful.</li> </ul>	

Question	
<b>8 (b)</b>	<p>Explain <b>two</b> effects of de Klerk's reforms on South Africa in the 1990s.</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 the following:</p> <ul style="list-style-type: none"> <li>• An effect of de Klerk's lifting of the ban on the ANC and PAC was that it led to the end of the guerrilla war and the return of the majority of those in exile</li> <li>• An effect of the release of prisoners, including Nelson Mandela and Walter Sisulu, was that it strengthened the ANC's leadership and allowed Mandela to travel to coordinate the party and build support from governments abroad</li> <li>• An effect of de Klerk's reforms was that tension over the future constitutional settlement led to increased political violence, e.g. Inkatha attacks on ANC supporters and Afrikaner Resistance Movement threats to assassinate Mandela.</li> </ul>	

Question	
<p><b>8 (c) (i)</b></p>	<p>'The main reason for the growth of resistance to apartheid, in the years 1955-78, was the role played by the ANC.'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="502 398 1473 600" style="border: 1px solid black; padding: 5px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• the ANC</li> <li>• Black Consciousness.</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Targets: AO1 (7 marks)</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2 (9 marks)</b> Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme. 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 the following:</p> <ul style="list-style-type: none"> <li>• The ANC made a significant contribution by providing organisation to opposition in the years from 1955, e.g. the Congress of the People and the 1957 bus boycott</li> <li>• The ANC's Freedom Charter served as a programme of demands, calling for rights, such as the vote, the freedom to associate and equality before the law</li> <li>• In exile, the ANC had significant success in recruiting international opposition against the South African regime, e.g. the support Oliver Tambo gained at the UN</li> <li>• The ANC had success in recruiting members after the Soweto Uprising of 1976, e.g. those joining training camps in exile in Swaziland.</li> </ul> <p>Relevant points which counter the statement may include the following:</p> <ul style="list-style-type: none"> <li>• Examples of civil disobedience, such as Sharpeville and Langa, and the violent reprisals they faced, prompted international criticism and the establishment of more militant groups such as MK (Spear of the Nation)</li> <li>• Black Consciousness was significant in organising student and youth opposition to apartheid, e.g. the 1976 Soweto Youth Uprising</li> <li>• Black Consciousness gave intellectual coherence to resistance, with its own distinct agenda, attacking acceptance of inferiority and rejecting ideas such as homelands, as well as definitions given by white politicians, e.g. Bantu and 'non-white'</li> <li>• Under the leadership of Steve Biko, by the early 1970s, the South African Students' Association (SASO) had developed into a movement favouring direct confrontation.</li> </ul>	

Question	
<p><b>8 (c) (ii)</b></p>	<p>'The most significant opposition to apartheid, in the years 1978-90, came from the United Democratic Front (UDF).'</p> <p>How far do you agree? Explain your answer.</p> <div data-bbox="502 436 1476 638" 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 UDF</li> <li>• the ANC.</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>

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### Indicative content

Relevant points which support the statement may include the following:

- 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
- 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 the following:

- 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
- Church leaders such as Rev Allan Boesak and Rev Beyers Naudé were vocal opponents of apartheid, criticising policies such as forced removal and the detention of political opponents
- Bishop Desmond Tutu served as patron of political organisations, won international support for opposition, and was recognised for his opposition to apartheid with the Nobel Peace Prize in 1984
- 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.

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