



Pearson
Edexcel

Mark Scheme (Results)

Summer 2025

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

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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

How to award marks

Finding the right level

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

Placing a mark within a level

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

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

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

Generic level descriptors for Paper 1

Question (a)

Target: AO4 (6 marks): Analyse and evaluate historical interpretations in the context of historical events studied.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<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	
1 (a)	<p>What impression does the author give about the peasants of the Third Estate?</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</p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> • The author gives the impression that the peasants of the Third Estate were taxed too heavily. <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says, '...was made significantly worse because they had to pay taxes to noble landlords who paid no tax.' • The language the author uses, including, 'burden', 'resented', 'even worse' • The author has selected evidence that puts emphasis on the tax burden faced only by the peasants and ignored that peasants and nobility alike were required to pay one-tenth of their income or produce to the Church (the tithe). 	

Question	
1 (b)	<p>Explain two effects of France's war with Austria and Prussia on France.</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>

Marking instructions

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

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

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

Indicative content

Relevant points may include the following:

- An effect was that it increased distrust in the king as Louis had hoped that war would lead to a French defeat and an overthrow of the revolutionary government
- An effect was that it increased economic problems and food shortages and made the revolution increasingly extreme and republican
- An effect was that the increasing threat to Paris from the Austrian and Prussian armies produced a revolutionary fervour which led to an attack on the Tuileries and the suspension of the monarchy.

Question	
1 (c) (i)	<p>'In the years 1793-94, the main impact of the Terror was the attack on the Catholic Church.'</p> <p>How far do you agree? Explain your answer.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Catholic Church • the elimination of the Girondins. <p>You must also use information of your own.</p> <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 following:

- The Catholic Church was attacked with a campaign to close all churches by the spring of 1794
- The Terror led to the destruction of religious signs and symbols, e.g. the Paris commune destroyed religious and royal statues, and changed street names with religious connections
- The position of priests was attacked, e.g. they were forced to marry or adopt orphans, the paying of clerical salaries was stopped in May 1793, and the wearing of clerical dress was banned
- The religious significance of Notre Dame was ended; it became the 'Temple of Reason'.

Relevant points which counter the statement may include the following:

- The Terror saw the reversal of Girondin decentralisation policies and attempts to eliminate them completely, e.g. 29 Girondin deputies and two ministers were arrested
- The Terror had an impact on French citizens, e.g. between 15,000 and 50,000 were arrested, imprisoned without trial and beheaded at the guillotine, based on the 'Law of Suspects'
- The Terror resulted in key figures who had supported the revolution, e.g. Danton coming under 'suspicion' and being killed.

Question	
1 (c) (ii)	<p>'The main reason for the fall of the Directory (1799) was the role of Napoleon Bonaparte.'</p> <p>How far do you agree? Explain your answer.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Napoleon Bonaparte • Directory weaknesses. <p>You must also use information of your own.</p> <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. 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 the following:</p> <ul style="list-style-type: none"> • Napoleon's military success, e.g. the Italian Campaign, undermined the Directory and led many people to see Napoleon as the 'son of the revolution' and as a national hero and leader • Napoleon's triumphal progress through France on his return from Egypt suggested to many that he ought to be the leader • As the coup de Brumaire progressed slowly, Napoleon's impatience for action led him to take control of the situation, e.g. the bribing of members of the Council of 500 and Council of the Ancients to agree to the Law of Brumaire. <p>Relevant points which counter the statement may include the following:</p> <ul style="list-style-type: none"> • The Directory's weakness in dealing with France's economic and social problems and with the royalist rising in the west causing the potential for civil war, the Directory lost much support to govern • The role of Sieyès in wanting and initiating the coup de Brumaire was significant in undermining the Directory and bringing it to an end • It was the 1799 Constitution that gave effective power to Napoleon as the 'First Consul' and this effectively ended the Directory • The armies of the Second Coalition (GB, Russia, Austria, and Ottoman Empire) threatened France with invasion and this hastened the need for a change of government and led to the fall of the Directory. 	

Question	
2 (a)	<p>What impression does the author give about the <i>Statuto</i>?</p> <p>You must use Extract B 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</p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> The author gives the impression that the <i>Statuto</i> made very little difference to the way that Piedmont was governed. <p>This is shown by the following:</p> <ul style="list-style-type: none"> The extract says that 'However, it did not allow a full parliamentary system and this angered many liberals...' The language the author uses, including 'still held', 'very small', 'unrepresentative' The author has selected evidence that puts emphasis on the limited nature of the <i>Statuto</i> and ignored that it also granted civil liberties, e.g. religious toleration in Piedmont, which meant it went further than other 1848 constitutions. 	

Question	
2 (b)	<p>Explain two effects of the problem of Rome on Italian unity in the years after 1861.</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 the following:</p> <ul style="list-style-type: none"> • An effect was that it hindered the unification of Italy because the stubborn loyalty of many Roman citizens to papal rule suggested that many Italian Catholics did not support a united Italy • An effect was that Rome remained a bone of contention between the new Italian state and the French government, as Napoleon believed that the Italians had given up their claim on Rome and this hindered unification • An effect was that Garibaldi's invasion of Rome, October 1867, failed as French troops defeated his army. This humiliation led to the fall of the Italian government, and many Catholics to declare that Rome did not wish to be part of a united Italy. 	

Question	
2 (c) (i)	<p>'Economic expansion was the most important feature of Piedmont's development in years 1849-54.'</p> <p>How far do you agree? Explain your answer.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • economic expansion • Church reform. <p>You must also use information of your own.</p> <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 following:

- There was significant investment of foreign capital into Piedmont, much of it coming from France, which led to the economic development of Piedmont
- By the end of 1851, Piedmont had signed free trade treaties with Portugal, France, Britain and Belgium, which assisted economic expansion through increased trade in exports and imports
- Public money was used in the building of the rail linkage of Milan, Turin, Genoa and the French border, which opened access to trade and aided Piedmont's economic development
- Government subsidies for a range of enterprises resulted in economic expansion in Piedmont, e.g. the electric telegraph linked Turin and Paris, and canal building started

Relevant points which counter the statement may include the following:

- Cavour pursued an anti-clerical policy, which undermined the Catholic Church's dominant position in Piedmont and weakened the power and influence of the Papacy and Austria in Piedmont
- Cavour decreased the influence of the Church by abolishing monastic orders and confiscating Church land, which was taken over by the State
- Cavour used the *connubio* to strengthen Parliament at the expense of the monarchy, as it created a tactical alliance at the centre of politics, which benefitted Piedmont's political development.

Question	
2 (c) (ii)	<p>'The actions taken by France was the main reason for the defeat of Austria in 1859'.</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the actions taken by France • Garibaldi. <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 following:

- In July 1858, Napoleon III met Cavour at Plombières and an agreement was reached. France and Piedmont would ally themselves in a war against Austria, which meant the latter's enemies were stronger
- Napoleon III agreed to supply 200,000 troops to help drive Austria out of the peninsula, meaning that Austria had to fight a war on two fronts
- The French victories at the battles of Magenta (4 June 1859) and Solferino (24 June 1859) saw the defeat of Austria, e.g. the Austrians were forced out of Lombardy and Austria lost its grip on the peninsula.

Relevant points which counter the statement may include the following:

- The defeat of Austrian armies by Garibaldi's *Cacciatori delle Alpi* at Como in May 1859, helped paved the way for further military success against Austria and its defeat
- The defeat of Austrian armies at Palestro (May 1859), by the Piedmontese army, helped pave the way for further military success against Austria and its eventual defeat
- The leadership of the Austrian armies was weak. The Austrian emperor left the command of the armies to the less capable Grunne and Gyulai, rather than the more competent Benedek and Hess
- The mobilisation of the Austrian armies was slow and affected by poor weather, which gave their enemies time to mobilise and plan for victory.

Question	
3 (a)	<p>What impression does the author give about the Weimar Constitution?</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</p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> The author gives the impression that the Weimar Constitution was not liked by German people. <p>This is shown by the following:</p> <ul style="list-style-type: none"> The extract says that 'When the Weimar Constitution was introduced in 1919, many of its main features were not accepted by the German people...' The language the author uses, including 'did not last', 'limited support', 'unrepresentative' The author has selected evidence that puts emphasis on the dislike of the Weimar Constitution and ignored that many Germans supported the democracy and proportional representation it provided. 	

Question	
3 (b)	<p>Explain two effects of the Allied bombing campaigns on Germany during the Second World 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 the following:</p> <ul style="list-style-type: none"> • An effect was that the bombing campaigns impacted industrial war production, e.g. vital aircraft and tank production decreased by one-third • An effect was that the bombing campaigns had an impact on civilians, e.g. bombing resulted in the deaths of over 300,000 Germans and 800,000 wounded, with 20% of housing destroyed • An effect was that, by 1943, the bombing campaigns impacted the morale of some of the German people, e.g. work absenteeism grew, as did cynicism and lack of confidence in an eventual German victory. 	

Question	
3 (c) (i)	<p>'In the years 1923-29, the main reason for the recovery of Germany was the Locarno Treaties.'</p> <p>How far do you agree? Explain your answer.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Locarno Treaties (1925) • the <i>Rentenmark</i> (1923). <p>You must also use information of your own.</p> <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 following:

- The Locarno Treaties made Germany more secure, as they were a mutual guarantee of the Franco-German and Belgian-German borders, signed with Britain and Italy as guarantors
- The Locarno Treaties made Germany feel safe in relation to France as they stated that all parties agreed not to use force in order to alter the guaranteed borders
- As a consequence of the Locarno Treaties Germany felt that it was now a respected European nation and could negotiate with other nations, e.g. the Kellogg-Briand Pact.

Relevant points which counter the statement may include the following:

- The *Rentenmark* currency was introduced in October 1923, to stop the hyperinflation that had ravaged Weimar Germany since 1922. It helped to stabilise the German economy and became the *Reichsmark* in 1924
- Germany's membership of the League of Nations restored Germany's international standing after the humiliation of the Treaty of Versailles and allowed Germany to participate in the maintenance of European peace
- The Dawes Plan brought USA loans into Germany's economy and this helped industry expand, which contributed to Germany's recovery
- Stresemann's influence in the Reichstag did much to ensure that the Weimar Republic remained politically stable and this assisted recovery.

Question	
3 (c) (ii)	<p>'In the years 1933-39, it was Nazi education policies that had the most significant impact on the lives of the German people.'</p> <p>How far do you agree? Explain your answer.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Nazi education policies • Nazi policies to reduce unemployment. <p>You must also use information of your own.</p> <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 following:

- The Nazis used education to make young people loyal and obedient members of a *Volksgemeinschaft*, there was to be no room for the individual, but a focus on the collective
- The teaching profession was brought more into line, with a purge in 1933, which led to some teachers losing their jobs, e.g. under the Law for the Restoration of a Professional Civil Service, which removed teachers of 'non-Aryan descent'
- The Nazis introduced school textbooks glorifying nationalism and militarism, and stripped schools and libraries of 'degenerate' literature, which restricted freedom of expression and fuelled anti-semitism
- In schools, the Nazis introduced new subjects and new approaches to teaching, which indoctrinated young people with Nazi ideas, e.g. 'Racial Theory'.

Relevant points which counter the statement may include the following:

- In June 1933, the Nazis introduced the Law to Reduce Unemployment, e.g. work schemes, building *Autobahnen*, rearmament, which significantly reduced unemployment from 25.9% (1933) to 7.4% (1936)
- Nazi policies towards workers, e.g. banning of the trade unions and their replacement with the German Labour Front, which gave the Nazis greater control over workers
- Nazi policies towards women, e.g. the three 'Ks', reinforced the Nazi idea of the role of women; women gained interest-free state loans; after 1937, women had increased employment opportunities.

Question	
4 (a)	<p>What impression does the author give about the Government of India Act (1935)?</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</p> <p>Relevant points may include the following:</p> <ul style="list-style-type: none"> The author gives the impression that the Government of India Act (1935) would not deliver change in the way India was governed. <p>This is shown by the following:</p> <ul style="list-style-type: none"> The extract says that 'However, Nehru seriously criticised it and Jinnah described it as totally unacceptable.' The language the author uses, including 'appeared', 'only', 'complete control' The author has selected evidence that puts emphasis on the limitations of the Act and ignored that it was an important stepping-stone towards independence, e.g. Indian people were increasingly involved in government. 	

Question	
4 (b)	<p>Explain two effects of the role of Jinnah on Indian unity in the years 1928-30.</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>

Marking instructions

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

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

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

Indicative content

Relevant points may include the following:

- An effect was that Indian unity was damaged, e.g. the Nehru Report (1928) was rejected by Jinnah, who argued Muslims were being asked to make too many sacrifices
- An effect was that Jinnah ended Hindu-Muslim co-operation, e.g. his Fourteen Points, which were to be the basis of any further discussions with Congress, led to 'the parting of the ways'
- An effect was that continued India unity was made unlikely, e.g. Jinnah revived the Muslim League and gave it direction, which saw the idea of a separate Pakistan gain momentum.

Question	
4 (c) (i)	<p>'In the years 1920-27, Gandhi was the main driving force behind the rise of Indian nationalism.'</p> <p>How far do you agree? Explain your answer.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Gandhi • the Hunter Report (1920) on Amritsar. <p>You must also use information of your own.</p> <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. 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 the following:</p> <ul style="list-style-type: none"> • Gandhi's leadership of the Congress Party led to the Party becoming more popular with Hindus, Muslims and the untouchables as it drove nationalism and independence • Gandhi's campaigns, based on peaceful protest and civil disobedience, fostered a sense of Indian identity and nationalism • Gandhi encouraged other members of Congress, e.g. Nehru, to involve themselves in peasant communities and promote a sense of Indian nationalism • Gandhi used his imprisonment to promote dissatisfaction with British rule and this aided growing Indian nationalism. <p>Relevant points which counter the statement may include the following:</p> <ul style="list-style-type: none"> • The Hunter Report (1920) on Amritsar fuelled growing nationalism, as the British authorities were seen as complicit • Jinnah made the bold offer to Congress to end his support for separate elections in order to aid Indian nationalism • The Khilafat Movement, which repudiated British rule in India, gained the support of Muslim communities within India and aided the rise of Indian nationalism. 	

Question	
4 (c) (ii)	<p>'The impact of the 'Quit India' campaign was the main reason why India gained independence.'</p> <p>How far do you agree? Explain your answer.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the 'Quit India' campaign • the British Labour Government (1945). <p>You must also use information of your own.</p> <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 following:

- The 'Quit India' campaign was launched as a mass protest demanding what Gandhi called 'An Orderly British Withdrawal' from India and this mobilised Indian support in favour of independence
- The 'Quit India' campaign led to the President of the USA putting pressure on the British to grant independence when the war ended
- The 'Quit India' campaign led the British government to realise that India was ungovernable in the long term due to the cost, and that it needed to exit gracefully and peacefully.

Relevant points which counter the statement may include the following:

- The links between Congress and the Labour Party were longstanding and when Labour formed a government in July 1945, the likelihood that Indian independence would happen became a significant reality
- The Second World War loosened Britain's hold on India because of the costs for the British to fight the war and maintain India as a colony and this led to independence
- Direct Action led to uncontrollable violence and hastened the need for independence as a solution
- The work of Mountbatten was a decisive factor in the gaining of independence, as his brief was to transfer power on the basis of the Cabinet Mission Scheme.

Question	
5 (a)	<p>What impression does the author give about working conditions in the Soviet Union?</p> <p>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 the following:</p> <p>The author gives the impression that working conditions were very harsh.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that the factory workers were severely punished for minor infractions, and thousands died on engineering projects • The language the author uses, including 'strict', 'severe', 'many deaths' and 'suffered' • The author has selected evidence to show that conditions were very harsh, but has not included how workers who increased their output were rewarded. 	

Question	
5 (b)	<p>Explain two effects of the German invasion on the Soviet Union during the Second World 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>

Marking instructions

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

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

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

Indicative content

Relevant points may include the following:

- An effect of the German invasion was that it wrought significant damage on the Soviet Union, e.g. partial and even complete destruction of hundreds of towns and cities, thousands of villages, and millions dead
- An effect of the German invasion was that it led to the Soviet Union adopting a policy of 'total war', and the prioritisation of war production over consumer goods, which resulted in consumer living standards being significantly reduced
- An effect of the German invasion was that a significant proportion of Soviet industrial production was shifted eastwards, e.g. factories and production sites were relocated in the Urals, Volga area and Western Siberia.

Question	
5 (c) (i)	<p>'The main reason for collectivisation, in the years 1928-41, was to remove the kulaks.' How far do you agree? Explain your answer.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Kulaks • industrialisation. <p>You must also use information of your own.</p> <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 following:

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

Relevant points which counter the statement may include the following:

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

Question	
5 (c) (ii)	<p>'The most significant method used to control political opposition to Stalin's rule in the 1930s and 1940s was NKVD terror.'</p> <p>How far do you agree? Explain your answer.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • NKVD terror • purges. • You must also use information of your own. <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 following:

- NKVD terror was a vital element of control, encompassing both political and ordinary police, with widespread powers to arrest, hold and interrogate real or imagined opponents
- The significance of the NKVD grew as it radicalised under Yezhov in the years 1936-38, operating with targets for arrests, exiles and executions, and wider use of indiscriminate terror
- Stalin increasingly emphasised the role of the NKVD, e.g. he set targets for the number of arrests and executions they were expected to make, and purged less radical elements, appointing new recruits who were more willing to persecute opponents
- The NKVD played a significant role in ensuring loyalty throughout the war, e.g. purging those who hampered the war effort and compiling lists of those who might be sympathetic to the Germans.

Relevant points which counter the statement may include the following:

- The arrest of thousands of political opponents, the show trials of leading figures such as Zinoviev and Kamenev, and the execution and imprisonment of army officers neutered potential opponents and contributed to a climate of fear
- Millions of ordinary Russians felt the impact of the purges, e.g. a significant proportion of the millions sent to the gulags were those who had been denounced as 'enemies of the people', which also created fear amongst the wider masses
- The cult of personality was significant in its attempts to build a pseudo-religious devotion to Lenin and subsequently Stalin from the 1930s, also linking Stalin to the achievements of ordinary people, e.g. Stakhanovites
- The gulag system of camps was used to suppress political opponents, through the imprisonment of dissenters and via discouragement of other would-be opponents.

Question	
6 (a)	<p>What impression does the author give about how the USSR increased its influence in Eastern Europe in the years 1945-49?</p> <p>You must use Extract F 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</p> <p>Relevant points may include the following:</p> <p>The author gives the impression that Soviet influence grew as a result of the use of coercion.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that the people of the nations in Eastern Europe did not choose communism, so the Soviets imposed this via rigged elections and establishing a police state • The language the author uses, including 'fixed', 'fear and mistrust', 'ruthlessly' and 'crush' • The author has selected evidence to show that the Soviet influence increased via use of force, but has not included the role of local groups in establishing communism. 	

Question	
6 (b)	<p>Explain two effects of the moves towards détente on the Cold War in the years 1963-72.</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>

Marking instructions

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

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

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

Indicative content

Relevant points may include the following:

- An effect of the moves towards détente was that improved relations after the Cuban Missile Crisis led to the establishment of the telephone 'hotline' between the leadership of the USA and the Soviet Union
- An effect of the moves towards détente was that treaties were signed limiting the testing and spread of nuclear weapons, reducing the dangers suggested by Mutually Assured Destruction
- An effect of the moves towards détente was that, by 1972, the USA and the Soviet Union had negotiated some limits to the growth of their nuclear capabilities, reducing the need for both sides to spend vast sums on defence.

Question	
6 (c) (i)	<p>'The most significant development in the Cold War, in the 1950s, was the Soviet invasion of Hungary.'</p> <p>How far do you agree? Explain your answer.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Soviet invasion of Hungary • the nuclear arms race. <p>You must also use information of your own.</p> <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.

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Indicative content

Relevant points which support the statement may include the following:

- By ending the most significant internal challenge to Soviet control of Eastern Europe in the period, the invasion demonstrated that the Soviet Union would act firmly to defend the Warsaw Pact and ensured the continuation of communist control
- The response to the Soviet invasion demonstrated that the USA accepted that existing communist nations within Eastern Europe were within a Soviet sphere of influence in which it would not intervene
- The Soviet invasion of Hungary had a negative impact on attitudes towards communist rule, e.g. significant numbers of resignations of members of communist parties in Western Europe, and c200,000 Hungarians subsequently went into exile
- Protest and popular rising against communist rule in Eastern Europe, such as in Poland and the actual uprising in Hungary, were significant in demonstrating the lack of genuine support for communism in the Eastern Bloc.

Relevant points which counter the statement may include the following:

- The development of the arms race was significant, with concerns on both sides over the relative strength of their military capabilities, with both having developed thermonuclear weapons by 1953 and ICBMs by 1958
- The Korean War had a major impact on relations, as a major step in the spread of the Cold War into Asia, and also demonstrated the potential of China and the role of organisations such as the UN
- Khrushchev's attempts to reshape communist control with de-Stalinisation, and improving relations with the West through attempts to achieve peaceful coexistence
- There were significant developments in the military alliances during the 1950s, which had wider implications for the Cold War, e.g. West Germany joining NATO raised concerns within the Soviet Bloc, prompting the formation of the Warsaw Pact.

Question	
6 (c) (ii)	<p>'The main reason for the crisis over Berlin, in the 1960s, was the refugee problem.'</p> <p>How far do you agree? Explain your answer.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the refugee problem • Khrushchev. <p>You must also use information of your own.</p> <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.

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Indicative content

Relevant points which support the statement may include the following:

- The loss of over three million people, who defected through East Berlin in the years from 1949 through to 1961, created significant pressures on East Germany's ability to function, undermining a key member of the Soviet bloc
- The refugee problem was a propaganda disaster for the East German leadership, indicating, as it did, the failings of communism and the people's preference for the capitalist West
- The high number of defectors – approaching 2,000 per day – prompted Khrushchev to reissue his ultimatum in 1961.

Relevant points which counter the statement may include the following:

- The Paris Summit Conference saw increased tension over the U2 incident (1960), which led to the failure of planned negotiations over the issue of Berlin, increasing tension over the issue
- Khrushchev saw Berlin as a 'fishbone stuck in his throat', misread Kennedy's resolve in attempting to pressure him at Vienna in 1961, stated his intention to end occupation rights in East Germany and increased Soviet military spending
- Khrushchev was motivated by pressure from within the Soviet system, as well as from supposed allies such as China, to appear strong over Berlin
- Concerns over security and espionage contributed to the crisis over Berlin, as the porous border with the West made the city a centre for spies and other subversive activities
- Fears that nuclear weapons would be stationed in West Germany was a significant motivation for the Soviets, as they sought to use pressure over Berlin as a bargaining chip in order to prevent missiles being placed in Germany.

Question	
7 (a)	<p>What impression does the author give about the Selma March?</p> <p>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</p> <p>Relevant points may include the following:</p> <p>The author gives the impression that the reaction to the Selma march was disproportionate.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none"> • The extract says that the marchers were beaten and trampled, and that television viewers were horrified with their treatment • The language the author uses, including 'trampling', 'confronted' and 'outraged and sickening' • The author has selected evidence to show that the marchers were put down violently, but has not included the perceived threat to law and order. 	

Question	
7 (b)	<p>Explain two effects of the women's liberation movement 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 the following:</p> <ul style="list-style-type: none"> • An effect of the women's liberation movement was that it contributed to the extension of laws banning discrimination by educational establishments, with Title IX of the Educational Amendments Act being passed in 1972 • An effect of the women's liberation movement was that campaigning over reproductive rights and for reform of abortion law culminated in success, e.g. with <i>Roe v Wade</i> (1973) • An effect of the women's liberation movement was that it provoked a conservative reaction, e.g. Phyllis Schlafly and the STOP ERA campaign portrayed the campaigns of the movement as damaging to the family and the American way of life. 	

Question	
7 (c) (i)	<p>'The main reason for the Red Scare, in the years c1945-54, was the Cold War.'</p> <p>How far do you agree? Explain your answer.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Cold War • the Hiss and Rosenberg cases. <p>You must also use information of your own.</p> <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. 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 the following:</p> <ul style="list-style-type: none"> • Concerns over the domestic threat of communism began in tandem with Cold War events in the mid to late 1940s, e.g. Truman established his loyalty programme within days of the Truman Doctrine • HUAC accusations of communist subversion were increased during the Cold War, e.g. it was made a permanent committee in 1946, and was more sharply focused against communism • The 'fall of China' in 1949 and outbreak of war in Korea in 1950 fuelled concerns over domestic communism within the US political scene and the American public • Patriotic groups such as the American Legion added to concerns over anticomunism, e.g. criticising perceived failures in the Cold War effort and demanding strong action over events such as the Korean War. <p>Relevant points which counter the statement may include the following:</p> <ul style="list-style-type: none"> • Genuine espionage helped create concerns over the threat of communism, e.g. the Alger Hiss case and the arrest and eventual execution of the Rosenbergs • McCarthy's claims fuelled partisan division over the response to communism, e.g. accusations over the Truman administration's response to communism, or the partisan division seen during the Tydings Committee hearings of the early 1950s • McCarthy's personal motivation was a reason, e.g. he used the Senate Subcommittee to extend his accusations and investigations into organisations such as the Voice of America radio broadcast and the US Army • Electoral and partisan political concerns drove anti-communism, e.g. the Democrats sought to appear tough against communist threats, and Republican accusations of subversion were used against the Democrats, e.g. Nixon in 1952. 	

Question	
7 (c) (ii)	<p>'The main consequence, in the 1950s, of civil rights protests was desegregation within transport.' How far do you agree? Explain your answer.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • desegregation within transport • education. • You must also use information of your own. <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 the following:</p> <ul style="list-style-type: none"> • Pressure from civil rights campaigners contributed to the shift in federal support seen in the Interstate Commerce Commission establishing that desegregation on interstate transportation was illegal, e.g. <i>Keys v. Carolina Coach Co.</i> (1955) • The efforts of civil rights campaigners brought about significant national attention to the issue of segregation in the Montgomery Bus Boycott, and were successful in desegregating bus services in Montgomery • The efforts of campaigners including the NAACP were successful in bringing a federal case based on discrimination, which resulted in the ruling in <i>Browder v Gayle</i> (1956) that bus segregation was unconstitutional. <p>Relevant points which counter the statement may include the following:</p> <ul style="list-style-type: none"> • The campaign successfully appealed to the Supreme Court in the case of <i>Brown v Board of Education of Topeka</i> (1954), which resulted in the court ruling that segregation was unconstitutional • The NAACP's legal campaign led to <i>Brown v Topeka II</i> (1955), in which the Supreme Court ruled that schools in the USA should be desegregated 'with all deliberate speed' • Civil rights groups such as the NAACP pressured school boards into implementing integration, prompting the enrolment of black students at Little Rock, which in turn triggered federal intervention • Civil rights campaigners played a role in prompting Eisenhower to get Congress to pass the Civil Rights Act (1957), which led to increases in voter registration • The civil right protests led to the emergence of leaders such as MLK and groups such as SCLC, whose organisation and methods furthered the cause of civil rights. 	

Question	
8 (a)	<p>What impression does the author give about Black Consciousness?</p> <p>You must use Extract H to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>

Marking instructions

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

Indicative content

Relevant points may include the following:

The author gives the impression that Black Consciousness was very influential.

This is shown by the following:

- The extract says that the ideas of Black Consciousness had spread from universities into civil society, and had produced leaders who were increasingly able to challenge apartheid
- The language the author uses, including 'grown well beyond', 'increasingly involved in controversial issues', and 'outspoken and courageous in defying'
- The author has selected evidence to show that Black Consciousness was increasingly influential, but has not included how the roles of many of the key figures were curtailed by bans on their activities.

Question	
8 (b)	<p>Explain two effects of the Bantu Self-Government Act (1959) on South Africa.</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>

Marking instructions

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

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

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

Indicative content

Relevant points may include the following:

- An effect of the Bantu Self-Government Act (1959) was that it contributed to the partition of South Africa into distinct homelands (Bantustans) for the eight African peoples, separate from white South Africans
- An effect of the Bantu Self-Government Act was that certain homelands were able to transition to self-government status, starting with Transkei's Constitution being adopted in 1963, and the opening of the Transkei Legislative Assembly
- An effect of the Act was that it contributed to divisions amongst different tribal and linguistic groups, as well as division between those such as Kaiser Matanzima, who welcomed self-government, and opponents of it such as Chief Victor Poto.

Question	
8 (c) (i)	<p>'The main reason why resistance to apartheid developed, in the years 1948-54, was hostility to the Group Areas Act (1950).'</p> <p>How far do you agree? Explain your answer.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the Group Areas Act (1950) • prohibitions on mixed marriages. <p>You must also use information of your own.</p> <p>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.</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 Group Areas Act (1950) provoked significant hostility as it forced the segregation of races, allowing authorities to designate specific areas upon racial lines
- Plans to destroy areas such as Sophiatown in Johannesburg, which housed nearly 60,000 people, provoked particular anger, as it was a racially and socio-economically diverse area, and one of the few in which black Africans could own property in cities
- The Group Areas Act resulted in united opposition from the ANC, South African Indian Congress and the Coloured People's Congress, who jointly lobbied DF Malan to request repeal of it and other laws.
- The Group Areas Act provoked opposition amongst Coloured and Indian South Africans, as the former were hit by failures to provide housing schemes, and the many landlords or traders amongst the latter lost out due to the Act's restrictions.

Relevant points which counter the statement may include the following:

- The Prohibition of Mixed Marriages Act (1949) created opposition, as it made it illegal for people of different races to marry
- The Population Registration Act (1950) provoked significant opposition, particularly amongst Cape Coloureds, whom it sought to prevent claiming white status, and where generations of mixed marriages made such classification near impossible
- The tightening up of the pass system created resentment, e.g. regular confrontations with police over issues such as stop and search, and three million people being given criminal convictions

Measures by the Nationalist Party intended to perpetuate their own political domination created resentment, as they rode roughshod over the previous constitutional settlement and disenfranchised Coloured people.

Question	
8 (c) (ii)	<p>'The most significant contribution to the dismantling of apartheid, in the years 1990-94, was made by FW de Klerk.'</p> <p>How far do you agree? Explain your answer.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • FW de Klerk • Nelson Mandela. <p>You must also use information of your own.</p> <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 following:

- De Klerk was significant as the first leader who accepted that apartheid would have to end completely and be replaced by black majority rule, and so released Mandela and made the ANC and other previously banned parties legal
- De Klerk took steps to steer the negotiating process through difficulties, e.g. the referendum of 1992 to diffuse white opposition, and signing the Record of Understanding to restart negotiations with the ANC
- De Klerk undertook measures which weakened those within the South African state who resisted the repeal of apartheid, e.g. he curbed the influence of the State Security Council and elements of the military.

Relevant points which counter the statement may include the following:

- Mandela met regularly with government members in the years immediately prior to his release, and was instrumental in the negotiations to lift the ban on outlawed parties such as the ANC and PAC
- Mandela was influential in keeping a lid on all-out violence after CODESA talks broke down, and was instrumental in contacting de Klerk to restart constitutional negotiations, leading to an agreement being signed in November 1993
- Buthelezi's eventual willingness to allow Inkatha to take part in the elections of April 1994 lessened the threat of further violence and ended the state of emergency that had been declared
- Cyril Ramaphosa played a significant role, as a trade unionist able to carry support from COSATU and the UDF, and as chief ANC negotiator, he built a strong personal relationship with Roelf Meyer, the Nationalist negotiator
- Other individuals made significant contributions, e.g. Joe Slovo's suggestion of a 'sunset clause' enabled agreement to be reached on the interim Government of National Unity.

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