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EDEXCEL INTERNATIONAL GCSE HISTORY: QUESTIONS BY TOPIC

Depth Studies

International GCSE History · Paper 1

128 questions · 3840 marks · Mark schemes included

Pearson Edexcel International GCSE (9–1) History 4HI1, Papers 1 & 2 (all variants), June 2019 - June 2025

guidemygrades.com
@Guidemygrades
@Guidemygrades
@Guidemygrades
info@guidemygrades.com
Piccadilly Business Centre, Unit C, Aldow Enterprise Park
Blackett Street, Manchester, M12 6AE

HOW TO USE THIS BOOKLET

Questions are grouped by sub-topic (depth study, investigation or breadth study), oldest paper first.
Click any heading or question row below to jump straight to it.
On every question page, click ANSWER in the top-right corner to jump to its mark scheme.
Diagrams, graphs, tables and data are printed exactly as they appeared in the original papers.

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QUESTIONS

128 questions · 3840 marks · grouped by sub-topic

SUB-TOPIC

A DIVIDED UNION: CIVIL RIGHTS IN THE USA, 1945–74

16 questions in this booklet

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

Study Extract G.

Extract G: From *American History 1860–1990*, published in 2002.

The USA was gripped by the fear of Communism, which affected all areas of public life. Senator Joseph McCarthy was the most infamous 'witch-hunter'. His anti-communist activities led to a new word in America, 'McCarthyism'. McCarthy used his privileged position as a Senator to name names. Most of those named were investigated and cleared. Yet for four years McCarthy and his supporters continued to make allegations about individuals and to carry out investigations into government groups. Honourable men such as President Truman's former Secretary of State, General Marshall, were unfairly accused.

(a) What impression does the author give about the impact of Senator McCarthy?

You **must** use Extract G to explain your answer.

(6)

(b) Explain **two** effects of the Watergate scandal on US politics.

(8)

Answer EITHER (c)(i) OR (c)(ii)

EITHER

(c) (i) 'Martin Luther King was the individual who made the biggest contribution to the civil rights movement in the 1950s and 1960s.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Martin Luther King
- Malcolm X.

You **must** also use information of your own.

(16)

OR

(c) (ii) 'The main reason for the growth of protest movements in the years 1962–74 was the war in Vietnam.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- war in Vietnam
- the Berkeley Free Speech Movement.

You **must** also use information of your own.

(16)

(Total for Question 7 = 30 marks)

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

Study Extract G.

Extract G: From *A History of the United States since 1865*, published in 2007.

Gerald Ford, the nation's first unelected president, faced a distrustful nation. Ford felt the effects of Nixon's actions in the Watergate Scandal. The presidency was discredited; the nation's economy was in decline. Ford was an honourable man who tried to end 'the long national nightmare.' But when he issued a full pardon to Richard Nixon, his approval ratings declined sharply. Some suggested, though with no evidence, that he had made a deal with Nixon. During the course of his brief presidency, Ford was constantly mocked in political cartoons and comedy shows.

(a) What impression does the author give about the situation Gerald Ford faced as president?

You **must** use Extract G to explain your answer.

(6)

(b) Explain **two** effects of the women's liberation movement on the USA.

(8)

Answer EITHER (c)(i) OR (c)(ii)

EITHER

(c) (i) 'Senator McCarthy's actions were the main reason why anti-communism grew in America in the years 1945–54.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Senator McCarthy's actions
- the Cold War.

You **must** also use information of your own.

(16)

OR

(c) (ii) 'The most significant development in civil rights in the 1950s was the Montgomery Bus Boycott.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Montgomery Bus Boycott
- Brown versus Topeka (1954).

You **must** also use information of your own.

(16)

(Total for Question 7 = 30 marks)

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

Study Extract G.

Extract G: From *A History of the United States*, published in 1998.

Protests grew increasingly bloody and hot-tempered in 1970. Anti-war protests increased after President Nixon announced that America had extended the war in Vietnam into Cambodia, a neutral country bordering Vietnam. In May 1970, at Kent State University in Ohio, national guardsmen confronted student anti-war protesters with heavy use of tear gas. Soon afterward, with no provocation, soldiers opened fire into a group of fleeing students. Four young people were killed, shot in the back. There was outrage throughout the country, campuses closed down, and students by the thousands came to Washington to demonstrate against the war.

(a) What impression does the author give about the anti-Vietnam War protests?

You **must** use Extract G to explain your answer.

(6)

(b) Explain **two** effects of Black Power on the civil rights movement.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason why progress was made in civil rights in the 1950s was the influence of the Supreme Court.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the influence of the Supreme Court
- the Montgomery Bus Boycott.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant feature of the Watergate scandal was the new laws that resulted from it.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- new laws
- the impact on President Nixon.

You **must** also use information of your own.

(16)

(Total for Question 7 = 30 marks)

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

Study Extract G.

Extract G: From *A History of the Twentieth Century*, published in 2009.

Once the civil rights movement began its actions in the 1950s, Klan groups were re-established to challenge the movement. Houses were bombed by Klansmen, people intimidated and even assassinated. In Atlanta alone, over 40 homes were bombed in 1951–52. Many murders were never reported. As Black Americans could not vote and juries were often white only, Black Americans did not expect to get proper justice. Klansmen had close links with the local police and government, and used these to continue their intimidation. Some leaders of the civil rights movement were brutally murdered.

(a) What impression does the author give about the activities of the Ku Klux Klan?

You **must** use Extract G to explain your answer.

(6)

(b) Explain **two** effects of McCarthyism on the USA in the 1950s.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the growth of Black Power in the 1960s was the influence of Stokely Carmichael.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Stokely Carmichael
- reduction in white support for civil rights.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant development in protest movements during the 1960s and 1970s was the growth of the student movement.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the student movement
- the women's movement.

You **must** also use information of your own.

(16)

(Total for Question 7 = 30 marks)

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

Study Extract G.

Extract G: From *American History 1860–1990*, published in 2002.

In the years 1964–68, there were around 300 race riots in the black city ghettos of the North, Midwest and West. For example, after Martin Luther King's assassination by a white racist, there were major riots in 100 cities, with 46 dead, 3,000 injured and 27,000 arrested. It needed 21,000 federal troops and 34,000 National Guardsmen to restore order. Property worth a total of $145 million was damaged. Black ghettos in some cities had effectively become no-go areas for whites. The numbers involved and the damage done scared white Americans and frightened them away from supporting the civil rights movement.

(a) What impression does the author give about the impact of the race riots?

You **must** use Extract G to explain your answer.

(6)

(b) Explain **two** effects of the Montgomery Bus Boycott on civil rights in the 1950s.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main feature of the Red Scare was the false accusations that were made.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- false accusations
- opposition to McCarthy.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason for the introduction of new laws to control US politics in the 1970s was the Watergate scandal.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Watergate scandal
- the Vietnam War.

You **must** also use information of your own.

(16)

(Total for Question 7 = 30 marks)

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

Study Extract G.

Extract G: From *A History of the United States of America*, published in 1985.

The Alger Hiss case encouraged those who blamed America's troubles in the Cold War on the activities of suspected communists within Truman's government. In January 1950, Hiss was convicted of lying under oath in his previous appearance before HUAC. Hiss had denied that he had sent copies of confidential state documents to the Soviet Union. Hiss's links to leading Democrats was a severe embarrassment to President Truman as he was a Democrat. Congress began a series of damaging investigations into the State Department, where Hiss had worked closely with Truman's Secretary of State, Dean Acheson.

(a) What impression does the author give about the impact of the Alger Hiss case?

You **must** use Extract G to explain your answer.

(6)

(b) Explain **two** effects of Supreme Court decisions on civil rights in the 1950s.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason why progress was made in the civil rights of black Americans in the 1960s was the influence of Martin Luther King.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Martin Luther King
- President Johnson.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant development in the women's movement was the work of the National Organisation for Women (NOW).'

How far do you agree? Explain your answer.

You may use the following in your answer:

- NOW
- the women's liberation movement.

You **must** also use information of your own.

(16)

(Total for Question 7 = 30 marks)

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

Study Extract G.

Extract G: From *A History of the United States,* published in 2010.

HUAC began to extend its activities and its interviews began to take place with terrifying frequency. HUAC wanted a higher profile for its activities, and between 1947 and 1951 it targeted Hollywood. People working in Hollywood who had left-wing sympathies, were now considered to be a threat. So were those who had simply praised Russians in films about the Second World War. There was a feeling that the film industry had been infiltrated by communists. Some performers, however, spoke out against the pressure and persecution by HUAC, saying that the hysteria reached into every part of America.

(a) What impression does the author give about HUAC investigations into Hollywood?

You **must** use Extract G to explain your answer.

(6)

(b) Explain **two** effects of the anti-Vietnam War movement on the USA.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main consequence in the 1950s of civil rights protests was desegregation within education.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- desegregation within education
- the Civil Rights Act 1957.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason why civil rights legislation was passed in the 1960s was because of the efforts of Martin Luther King.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Martin Luther King
- SNCC.

You **must** also use information of your own.

(16)

(Total for Question 7 = 30 marks)

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

Study Extract G.

Extract G: From *A History of the United States,* published in 2001.

It was one thing in the 1950s for the Supreme Court to make a ruling that schools should be desegregated, but actually achieving desegregation in the Deep South was much more difficult. The Ku Klux Klan re-emerged and the privileged White Citizens' Councils campaigned. This showed that the South would put up a long and bitter fight against desegregation. Just as depressing was the sight of white politicians enthusiastically broadcasting their racist views. These politicians knew that, in the Deep South at this time, being racist was the best way to be re-elected.

(a) What impression does the author give about segregation in the South?

You **must** use Extract G to explain your answer.

(6)

(b) Explain **two** effects of the work of Betty Friedan on women's rights in the USA.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason why anti-communism grew in the USA, in the years 1945–54, was the Hiss and Rosenberg cases.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Hiss and Rosenberg cases
- Senator McCarthy.

You **must** also use information of your own.

(16)

OR

(ii) 'The main consequence of the Watergate scandal was new laws.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- new laws
- Gerald Ford.

You **must** also use information of your own.

(16)

(Total for Question 7 = 30 marks)

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

Study Extract G.

Extract G: From *A History of the United States,* published in 2010.

McCarthy was essentially a minor politician who seized his moment to achieve national fame. The Republicans were very angry over Truman's unexpected election victory in 1948. McCarthy, a Republican who had few real friends even in his own party, took the opportunity. He used the Red Scare against President Truman and the Democrats in order to attract attention to himself. It brought him a popularity and coverage he had never had before. Once a Republican became president, McCarthy's days were numbered. The press withdrew their approval, and his influence declined.

(a) What impression does the author give about McCarthy?

You **must** use Extract G to explain your answer.

(6)

(b) Explain **two** effects of the new laws that were introduced as a result of the Watergate Scandal.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason why progress was made in the civil rights of black Americans in the 1950s and 1960s was federal government action.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- federal government action
- Martin Luther King.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant feature of the student protest movement in the years 1960–74 was the anti-Vietnam War movement.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the anti-Vietnam War movement
- Students for a Democratic Society.

You **must** also use information of your own.

(16)

(Total for Question 7 = 30 marks)

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

Study Extract G.

Extract G: From *American History 1860–1990,* published in 2002.

The methods used by Martin Luther King in the 1960s were important. Three great civil rights campaigns were started and dominated by King, and were significant in helping bring about important legislation from Congress.

Marches in Birmingham (1963) helped persuade President Kennedy to introduce civil rights legislation to Congress.

The March on Washington (1963) was a heart-warming demonstration that both blacks and whites believed in the 'American Dream'. The march helped bring about the Civil Rights Act.

King's Selma campaign contributed to the Voting Rights Act, after which the numbers of blacks voting in the South increased dramatically.

(a) What impression does the author give about the methods used by Martin Luther King in the 1960s?

You **must** use Extract G to explain your answer.

(6)

(b) Explain **two** effects of the Red Scare on the USA.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the growth of the women's movement, in the years 1963–73, was the contribution made by Betty Friedan.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Betty Friedan
- Eleanor Roosevelt.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant event in increasing support for civil rights in the 1950s was the death of Emmett Till.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Emmett Till
- the Montgomery Bus Boycott.

You **must** also use information of your own.

(16)

(Total for Question 7 = 30 marks)

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

Study Extract G.

Extract G: From an article on the life of Phyllis Schlafly.

Phyllis Schlafly was a tireless activist who mobilised countless stay-at-home mothers. Schlafly influenced conservative Christian women, a group previously not interested in politics. She personally taught these women how to resist changes proposed by the women's movement. Schlafly instructed them in everything from how to speak to the press and run telephone campaigns, to how to dress and smile for the camera. She persuaded like-minded Americans to join her struggle against the women's movement. Above all, Schlafly convinced many women that the feminists in the women's movement hated the traditional way of life that most American women still lived.

(a) What impression does the author give about Phyllis Schlafly?

You **must** use Extract G to explain your answer.

(6)

(b) Explain **two** effects of the Emmett Till case on civil rights in the 1950s.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main consequence of the Red Scare was an increase in the importance of Senator McCarthy.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Senator McCarthy
- anti-communist investigations.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason for the growth of Black Power in the 1960s was disappointment with the achievements of previous civil rights campaigns.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- previous civil rights campaigns
- Stokely Carmichael.

You **must** also use information of your own.

(16)

(Total for Question 7 = 30 marks)

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

Study Extract G.

Extract G: From *A history of the United States*, published in 2007.

The Freedom Riders knew they were risking their lives and some suffered serious injuries. One bus was firebombed outside Anniston, Alabama. Riders were badly beaten in Birmingham. In Montgomery, a thousand whites attacked riders with baseball bats and steel bars. Police stayed away.

News of the savage and violent attacks made headlines worldwide. The severity of the violence forced many respectable southerners to recognise there was racial discrimination and hatred in their society, and to challenge this. The attacks on the Freedom Riders in Alabama pushed a reluctant President Kennedy to send federal marshals to safeguard Freedom Riders.

(a) What impression does the author give about the experiences of the Freedom Riders?

You **must** use Extract G to explain your answer.

(6)

(b) Explain **two** effects of Martin Luther King's actions on civil rights in the 1950s.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the growth of protest movements in the years 1962–74 was ideas about women's rights.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- ideas about women's rights
- Vietnam.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant feature of the Watergate Scandal was the impact on the presidency.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the presidency
- new laws.

You **must** also use information of your own.

(16)

(Total for Question 7 = 30 marks)

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

Study Extract G.

Extract G: From *A history of the USA*, published 2001.

One issue, above all, united student protest – the Vietnam War. In the first half of 1968, there were over 100 demonstrations against the War. Frequently, the protest involved burning the American flag. This action was a powerful symbol of the students' rejection of American values. It was also a criminal offence.

Anti-war demonstrations often ended in brutal clashes with the police, and there were even bombs set off. In 1970, at Kent State University in Ohio, four students were killed. The press in the USA and abroad were horrified. 2 million students went on strike in protest at the killings.

(a) What impression does the author give about the anti-Vietnam War protests?

You **must** use Extract G to explain your answer.

(6)

(b) Explain **two** effects of McCarthyism on the USA in the 1950s.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason why progress was made in the civil rights of black Americans in the 1950s was the influence of the Supreme Court.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Supreme Court
- President Eisenhower.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant development towards gaining civil rights in the 1960s was the growth of the Black Power movement.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Black Power movement
- the Civil Rights Act (1964).

You must also use information of your own.

(16)

(Total for Question 7 = 30 marks)

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

Study Extract G.

Extract G: From *A history of the United States*, published 2009.

After Watergate became an issue, Nixon pretended he was still fully in charge. No one close to the White House believed that nothing had changed. Nixon delighted in the honours shown to him when on visits abroad, yet at home, he was unable to appear in public without risking protests.

The Senate and the courts found his actions over the Watergate scandal inexcusable. He had repeatedly claimed he was innocent of the crimes he had committed. In the end he had to resign. He left, angry and resentful, believing he had been betrayed. Actually, he had brought disaster on himself.

(a) What impression does the author give about Nixon's reaction to the Watergate scandal?

You **must** use Extract G to explain your answer.

(6)

(b) Explain **two** effects of the events at Little Rock (1957) on the USA.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for changes to the methods used by civil rights protesters in the 1960s was because they had new leaders.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- new leaders
- Martin Luther King.

You **must** also use information of your own.

(16)

OR

(ii) 'The main consequences of the protest movements that emerged in the 1960s were the gains made by women.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- women
- the student movement.

You **must** also use information of your own.

(16)

(Total for Question 7 = 30 marks)

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

Study Extract G.

Extract G: From a history of America, published in 2007.

Courageous individuals took great personal risks to challenge segregation. The Montgomery Bus Boycott is a good example. On 1 December 1955, Mrs Rosa Parks, a black American dressmaker, refused to give up her bus seat to a white man. In many southern communities, including Montgomery, the law required black Americans to give up their seat to a white person when requested. So, Mrs Parks was arrested. Her actions brought about a remarkable unity. For months, black Americans formed carpools, hitchhiked or simply walked. The boycotters finally won a federal case they had against bus segregation.

(a) What impression does the author give about the contribution of Rosa Parks to the Montgomery Bus Boycott?

You **must** use Extract G to explain your answer.

(6)

(b) Explain **two** effects of the Watergate scandal on US politics.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the downfall of McCarthy was the media.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the media
- the army.

You **must** also use information of your own.

(16)

OR

(ii) 'The main consequence of the women's movement was the creation of opposition to their own movement.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- opposition
- legal changes.

You **must** also use information of your own.

(16)

(Total for Question 7 = 30 marks)

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

Study Extract G.

Extract G: From a history of the United States, published in 2005.

A large protest march from the city of Selma to the state capital at Montgomery began on Sunday 7 March. As the 600 marchers crossed the Pettus bridge out of the city, they were stopped by state troopers, some of whom were on horseback. Claiming that the marchers were breaking the law, state troopers and police confronted them. The troopers came towards the protesters with clubs, tear gas and bullwhips, trampling them with their horses. More than 50 protesters needed hospital treatment. The scenes outraged and sickened many television viewers.

(a) What impression does the author give about the Selma March?

You **must** use Extract G to explain your answer.

(6)

(b) Explain **two** effects of the women's liberation movement on the USA.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the Red Scare, in the years c1945–54, was the Cold War.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Cold War
- the Hiss and Rosenberg cases.

You **must** also use information of your own.

(16)

OR

(ii) 'The main consequence, in the 1950s, of civil rights protests was desegregation within transport.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- desegregation within transport
- education.

You **must** also use information of your own.

(16)

(Total for Question 7 = 30 marks)

SUB-TOPIC

A WORLD DIVIDED: SUPERPOWER RELATIONS, 1943–72

16 questions in this booklet

6 A world divided: superpower relations, 1943–72

Study Extract F.

Extract F: From *Superpower Relations* 1944–1990, published in 2009.

One key tension between the Soviet Union and its allies at the Tehran Conference was over when a Second Front against Germany should be launched. Stalin was primarily concerned with the Soviet Union's security. The Soviet Union had experienced the vast majority of the fighting against Germany and had suffered severe losses. To Stalin, the need to open up a Second Front in Western Europe to relieve the pressure on the USSR was an urgent necessity. Yet Britain and the USA's refusal to do so, until the time was right, led Stalin to be suspicious of their motives.

(a) What impression does the author give about relations between the allies at the Tehran Conference?

You **must** use Extract F to explain your answer.

(6)

(b) Explain **two** effects of the thaw in relations between the USA and the Soviet Union from 1963 on the Cold War.

(8)

Answer EITHER (c)(i) OR (c)(ii)

EITHER

(c) (i) 'The main reason for the development of the Cold War, in the years 1945–49, was the actions of the Soviet Union in Eastern Europe.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Soviet actions in Eastern Europe
- the Truman Doctrine.

You **must** also use information of your own.

(16)

OR

(c) (ii) 'The most significant development in the Cold War, in the 1950s, was the Soviet invasion of Hungary.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Soviet invasion of Hungary
- the nuclear arms race.

You **must** also use information of your own.

(16)

(Total for Question 6 = 30 marks)

6 A world divided: superpower relations, 1943–72

Study Extract F.

Extract F: From *International Relations 1919–1989*, published in 2001.

Truman was uncertain about Soviet intentions, and doubted that the USA and Soviet Union could remain friendly after the war. In April 1945 Truman spoke angrily to the Soviet Foreign Minister, Molotov. Truman insisted that the Soviets must carry out the Yalta Agreement and allow free elections in Poland. He would not listen to Molotov's explanations. This was a major step towards the start of the Cold War. After only eleven days in power Truman had bossed around the USSR, an allied country which had contributed more in blood and agony than the USA had during the war.

(a) What impression does the author give about Truman's attitude towards the Soviet Union?

You **must** use Extract F to explain your answer.

(6)

(b) Explain **two** effects of the Truman Doctrine on international relations.

(8)

Answer EITHER (c)(i) OR (c)(ii)

EITHER

(c) (i) 'The main consequence of the Soviet invasion of Hungary was that Soviet control was restored.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Soviet control
- international criticism.

You **must** also use information of your own.

(16)

OR

(c) (ii) 'The main reason for the Cuban Missile Crisis was the actions of the USA.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the actions of the USA
- the Cuban Revolution.

You **must** also use information of your own.

(16)

(Total for Question 6 = 30 marks)

6 A world divided: superpower relations, 1943–72

Study Extract F.

Extract F: From *Superpower Relations 1944–1990*, published in 2009.

De-Stalinisation encouraged reform by criticising Stalin's system of terror, and by Khrushchev's suggestion that there could be other ways to socialism. In the Soviet Union's satellite states of Eastern Europe, de-Stalinisation led to calls by the general public for reforms in their nations. In the summer of 1956, Hungarian reformers started demonstrations in order to put pressure on the government. Khrushchev sensed the danger in a wave of disturbances sweeping through Eastern Europe. The Hungarian leader, Matyas Rakosi, a loyal Stalinist, was removed by the Soviets. However, Rakosi's replacement could not control the increasingly violent demonstrations.

(a) What impression does the author give about the impact de-Stalinisation had on Soviet control of Hungary?

You **must** use Extract F to explain your answer.

(6)

(b) Explain **two** effects of the Soviet invasion of Czechoslovakia (1968) on international relations.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the Berlin Crisis of 1948–49 was the actions of the western powers.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the actions of the western powers
- the Soviet blockade of Berlin.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant feature of the move towards Détente in the years 1963–72, was the SALT talks and treaty.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the SALT talks and treaty
- the Test Ban Treaty.

You **must** also use information of your own.

(16)

(Total for Question 6 = 30 marks)

6 A world divided: superpower relations, 1943–72

Study Extract F.

Extract F: From *Superpower Relations 1944–1990*, published in 2009.

When the SALT talks resumed, after being delayed by American anger at Soviet rearmament, the talks were slow and drawn out. It was not until 1972 that both sides were ready to sign a final agreement. It was hard to convince the other side to limit weapons production. Neither side was willing to agree on limiting newer, more advanced weapons. The USA was unwilling to give way on offensive nuclear weapons, in which they had an advantage and with which they thought they could win an arms race.

(a) What impression does the author give about the SALT talks?

You **must** use Extract F to explain your answer.

(6)

(b) Explain **two** effects of ideological differences on relations between the Soviet Union and the USA in the years 1943–49.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the Hungarian Uprising of 1956 was Soviet control.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Soviet control
- de-Stalinisation.

You **must** also use information of your own.

(16)

OR

(ii) 'The main consequence of the Soviet invasion of Czechoslovakia was the establishment of the Brezhnev Doctrine.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Brezhnev Doctrine
- international criticism of the Soviet Union.

You **must** also use information of your own.

(16)

(Total for Question 6 = 30 marks)

6 A world divided: superpower relations, 1943–72

Study Extract F.

Extract F: From *A History of the Cold War*, published in 2009.

After the Cuban Missile Crisis, there was an attempt to improve relations and relax tension between the USA and the Soviet Union. This became known as détente. The threat of nuclear war had had a serious impact on all involved. Despite new and emerging crises in the 1960s, there were always attempts to maintain friendly relations. The Hotline between Washington and the Kremlin improved the speed of communication and the Test Ban Treaty showed a genuine willingness to look at the issue of nuclear weapons.

(a) What impression does the author give about relations between the USA and the Soviet Union after the Cuban Missile Crisis?

You **must** use Extract F to explain your answer.

(6)

(b) Explain **two** effects of Churchill's 'iron curtain' speech on the development of the Cold War in the 1940s.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The most significant feature of the conferences in the years 1943–45 was disagreement over Poland.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- disagreement over Poland
- tension between Stalin and Truman.

You **must** also use information of your own.

(16)

OR

(ii) 'Developments in Hungary were the main reason for changing relations between the Soviet Union and the Western powers in the 1950s.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Hungary
- the arms race.

You **must** also use information of your own.

(16)

(Total for Question 6 = 30 marks)

6 A world divided: superpower relations, 1943–72

Study Extract F.

Extract F: From *A History of the Cold War*, published in 2009.

The period of détente between the United States and the Soviet Union began cautiously. However, détente grew when President Richard Nixon visited the Soviet leader, Leonid Brezhnev, in Moscow in May 1972. Both countries would gain if trade could be increased and the danger of nuclear warfare reduced. Nixon's trip to Russia, like his historic trip to China a few months earlier, demonstrated his considerable success in achieving détente. He and Brezhnev signed seven agreements covering issues such as prevention of accidental military clashes, arms control, cooperative research in a variety of areas and expanded commerce.

(a) What impression does the author give about détente by 1972?

You **must** use Extract F to explain your answer.

(6)

(b) Explain **two** effects of Khrushchev's policy of peaceful co-existence on the development of the Cold War in the 1950s.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'Ideological differences were the main reason for disagreements between the Soviet Union and the Western powers in the years 1943–49.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- ideological differences
- Stalin's actions.

You **must** also use information of your own.

(16)

OR

(ii) 'The crisis over Cuba was the most significant crisis between the USA and the Soviet Union in the years 1960–68.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Cuba
- Berlin.

You **must** also use information of your own.

(16)

(Total for Question 6 = 30 marks)

6 A world divided: superpower relations, 1943–72

Study Extract F.

Extract F: From *A History of Europe*, published in 2004.

Soviet Communism was seen by the West as a threat to non-Communist states, and had created hostility between East and West before 1945. In fact, the Grand Alliance was a convenient temporary arrangement between Britain, the USA and the Soviet Union – states which otherwise were hostile to each other. The Soviet Union said it was the defender of people around the world against western capitalist countries like the USA where 'Big Business' took advantage of the people. The USA, in turn, saw itself as the defender of the 'Free World' against the aim of the Soviet Union to expand Communism.

(a) What impression does the author give about the impact of the attitudes of the Soviet Union and the West in 1945?

You **must** use Extract F to explain your answer.

(6)

(b) Explain **two** effects of the Soviet invasion of Hungary on the Cold War.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the crisis over Berlin, in the years 1960–61, was the refugee problem.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the refugee problem
- the U2 incident (1960).

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant development in the Cold War, in the years 1947–49, was the Truman Doctrine.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Truman Doctrine (1947)
- the Berlin Crisis (1948-49).

You **must** also use information of your own.

(16)

(Total for Question 6 = 30 marks)

6 A world divided: superpower relations, 1943–72

Study Extract F.

Extract F: From *A History of the Cold War*, published in 2009.

Matyas Rakosi emerged as leader of Hungary, and began to impose a dictatorship, calling himself a follower of Stalin. Rakosi used terror and brutality to keep control, killing an estimated 2000 people and imprisoning 200,000 political opponents. The secret police became a hated and dreaded part of Hungarian life. Religious teaching in schools was attacked in order to increase Rakosi's control, and the leader of the Hungarian Catholic Church was imprisoned for life in 1949. Rakosi's economic plans failed. Living standards, already poor, began to fall even further, and Hungary experienced its lowest agricultural output ever.

(a) What impression does the author give about Rakosi's rule in Hungary?

You **must** use Extract F to explain your answer.

(6)

(b) Explain **two** effects of ideological differences on relations between the Soviet Union and the West.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the thaw in superpower relations from 1963 was the Cuban Missile Crisis.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Cuban Missile Crisis
- nuclear weapons.

You **must** also use information of your own.

(16)

OR

(ii) 'The main consequence of Soviet expansion in Eastern Europe in the years 1945–49 was the division of Europe into two rival groups.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the division of Europe
- the Marshall Plan.

You **must** also use information of your own.

(16)

(Total for Question 6 = 30 marks)

6 A world divided: superpower relations, 1943–72

Study Extract F.

Extract F: From *Modern World History*, published in 2001.

Stalin felt the USA's actions over western Germany were trying to provoke the Soviet Union. He was powerless to do anything about the reorganisation of the western zones, or the new currency, but he felt he could stamp his authority on Berlin. In June 1948, Stalin blocked all the vital roads, railways and canals. Stalin believed that this would force the Allies out of Berlin and make Berlin entirely dependent on the USSR. It was a clever plan. If US tanks did try to ram the roadblocks or railway blocks, it could be seen as an aggressive act of war.

(a) What impression does the author give about why Stalin decided to blockade Berlin?

You **must** use Extract F to explain your answer.

(6)

(b) Explain **two** effects of the Tehran Conference on relations between the Soviet Union and the West.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The most significant development in the Cold War during the 1950s was the Korean War.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Korean War
- the Soviet invasion of Hungary.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason for changes in Superpower relations in the 1960s was the Cuban Missile Crisis.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Cuban Missile Crisis
- the U2 incident.

You **must** also use information of your own.

(16)

(Total for Question 6 = 30 marks)

6 A world divided: superpower relations, 1943–72

Study Extract F.

Extract F: From *International Relations 1943–91*, published in 2009.

President Nixon made a historic visit to Moscow in 1972. He made it clear that he did not see the war that was going on in Vietnam as an obstacle to achieving détente, even though the Soviet Union was supplying arms to America's enemies. Brezhnev was also seeking improved relations. He was keen to trade US technology for Soviet grain sales. Nixon agreed to take part in a European security conference, and Brezhnev agreed to help negotiate to end the Vietnam War. Such progress was remarkable because, only a decade earlier, the Superpowers had almost been at war.

(a) What impression does the author give about relations between the USA and the Soviet Union?

You **must** use Extract F to explain your answer.

(6)

(b) Explain **two** effects of the Potsdam Conference on relations between the Soviet Union and the West.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main consequence of the Berlin Crisis (1948–49) was the division of Germany'.

How far do you agree? Explain your answer.

You may use the following in your answer:

- the division of Germany
- Superpower rivalry.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason for changes in Superpower relations in the 1950s was the arms race.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the arms race
- the Korean War.

You **must** also use information of your own.

(16)

(Total for Question 6 = 30 marks)

6 A world divided: superpower relations, 1943–72

Study Extract F.

Extract F: From a history of the modern world, published in 2001.

The Potsdam Conference was dominated by rivalry and suspicion between Stalin and Truman. Neither seemed able to appreciate the other's point of view. Stalin wanted to severely weaken Germany to protect the Soviet Union against future threats. Truman felt this would be a serious mistake. Stalin wanted substantial war-damage payments from Germany; Truman strongly resisted this demand. They also disagreed over Soviet policy in eastern Europe. Previously, the Allies had agreed that Stalin could set up pro-Soviet governments in eastern Europe. But, at Potsdam, Truman was very unhappy about this and soon adopted a 'get tough' attitude towards Stalin.

(a) What impression does the author give about relations between Stalin and Truman at Potsdam?

You **must** use Extract F to explain your answer.

(6)

(b) Explain **two** effects of the Marshall Plan on the Cold War.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main consequence of the Soviet invasion of Hungary in 1956 was the negative international reaction.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the negative international reaction
- Soviet control.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason for the crisis that took place in Czechoslovakia in 1968 was the actions of the Soviet Union.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the actions of the Soviet Union
- Dubček.

You **must** also use information of your own.

(16)

(Total for Question 6 = 30 marks)

6 A world divided: superpower relations, 1943–72

Study Extract F.

Extract F: From *A history of the United States*, published in 2001.

Once he became president in 1969, Richard Nixon made efforts to improve relations with the Soviet Union. Nixon recognised that the huge cost of the Cold War and the arms race had become an unbearable burden on the USA. Nixon was dealing with rising prices and urgent domestic issues. He concluded that unless something was done, the USA, the world's richest nation, could experience bankruptcy. By 1969, it was also clear that neither the Soviet Union nor the USA could hope to win a nuclear war, yet both sides continued to spend billions of dollars on military research and development.

(a) What impression does the author give about why President Nixon tried to improve relations with the Soviet Union?

You **must** use Extract F to explain your answer.

(6)

(b) Explain **two** effects of the Korean War on the Cold War.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The most significant feature of the Cold War, in the years 1945–49, was the ideological differences between the superpowers.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- ideological differences
- Stalin's actions.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason for the crisis that developed over Cuba was the actions of the USA.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the actions of the USA
- Khrushchev.

You **must** also use information of your own.

(16)

(Total for Question 6 = 30 marks)

6 A world divided: superpower relations, 1943–72

Study Extract F.

Extract F: From *A history of the modern world*, published 2001.

In the 1950s, Hungary was led by a hard-line communist called Mátyás Rákosi. Hungarians detested the restrictions which Rákosi's communism imposed on them. Most Hungarians felt bitter about losing their freedom of speech. Living standards were declining, yet the newspapers and radio insisted Hungarians were better off than before. Hungarians lived in fear of the secret police. They resented the presence of thousands of Soviet troops and officials in their country. Some areas of Hungary even had Russian street signs, Russian schools and shops. Worst of all, Hungarians had to pay for the cost of Soviet forces being in Hungary.

(a) What impression does the author give about the attitudes of Hungarians to Soviet control in the 1950s?

You **must** use Extract F to explain your answer.

(6)

(b) Explain **two** effects of the Yalta Conference on Superpower relations in 1945.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the development of the Cold War, in the years 1947–49, was the actions of the USA.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the actions of the USA
- the Berlin Crisis (1948–49).

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant crisis in the Cold War in the 1960s was the Cuban crisis.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Cuba
- Czechoslovakia.

You **must** also use information of your own.

(16)

(Total for Question 6 = 30 marks)

6 A world divided: superpower relations, 1943–72

Study Extract F.

Extract F: From *A history of modern Europe*, published 2000.

Truman claimed that providing money was essential to enable democracy to triumph over dictatorship. With the Truman Doctrine, he pledged US military and financial support for those countries trying to resist the communist threat.

The Truman Doctrine moved US foreign policy from attempted cooperation with the USSR to confrontation. Truman's decision had momentous consequences for Europe. In the short-term, Congress agreed to provide funds for Greece and Turkey – both of which resisted communism. In the long term, the USA was now committed to resisting communism in Europe and across the world.

(a) What impression does the author give about the Truman Doctrine?

You **must** use Extract F to explain your answer.

(6)

(b) Explain **two** effects of the moves towards Détente on the Cold War.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the Hungarian Uprising (1956) was Rakosi's rule.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Rakosi
- de-Stalinisation.

You **must** also use information of your own.

(16)

OR

(ii) 'The main consequence of the Soviet invasion of Czechoslovakia was international criticism of the Soviet Union's actions.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- international criticism
- Brezhnev Doctrine.

You **must** also use information of your own.

(16)

(Total for Question 6 = 30 marks)

6 A world divided: superpower relations, 1943–72

Study Extract F.

Extract F: From a history of modern Europe, published in 2015.

During the war, the West and the Soviet Union put aside their differences in order to fight the common enemy, Germany. At the end of the war, however, these differences became increasingly evident.

By 1945, the Soviet Army was in occupation of most of Eastern Europe, and there was little the West could do about it. The Potsdam Conference in July/August 1945 achieved little. President Truman left the Conference alarmed about the failure of Stalin to keep to what had been agreed at Yalta. Truman and British leaders feared that Stalin was determined to expand communism.

(a) What impression does the author give about relations between the Soviet Union and the West at the end of the Second World War?

You **must** use Extract F to explain your answer.

(6)

(b) Explain **two** effects of Khrushchev's policy of peaceful co-existence on the Cold War in the 1950s.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the Berlin Crisis of 1948–49 was the actions of the Soviet Union.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Soviet actions
- Bizonia.

You **must** also use information of your own.

(16)

OR

(ii) 'The main consequence of the construction of the Berlin Wall (1961) was a reduction in Cold War tension.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the reduction in Cold War tension
- relations between East and West Germany.

You **must** also use information of your own.

(16)

(Total for Question 6 = 30 marks)

6 A world divided: superpower relations, 1943–72

Study Extract F.

Extract F: From a history of the Cold War, published in 2013.

At first, the Soviet Union hoped people in Eastern Europe would naturally choose communism in the free elections the West had called for. Most did not vote communist. So, the Soviet Union pushed for new 'free' elections, that they 'fixed'. Once communists were in power, the Soviet Union banned opposition parties, making each country a single-party state. The Soviet Union kept control by ensuring the countries had leaders who would obey Moscow, and by creating an atmosphere of fear and mistrust. The Soviet Union also ruthlessly used the police and army in these states to crush any kind of opposition.

(a) What impression does the author give about how the Soviet Union increased its influence in Eastern Europe in the years 1945–49?

You **must** use Extract F to explain your answer.

(6)

(b) Explain **two** effects of the moves towards détente on the Cold War in the years 1963–72.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The most significant development in the Cold War, in the 1950s, was the Soviet invasion of Hungary.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Soviet invasion of Hungary
- the nuclear arms race.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason for the crisis over Berlin, in the 1960s, was the refugee problem.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the refugee problem
- Khrushchev.

You **must** also use information of your own.

(16)

(Total for Question 6 = 30 marks)

SUB-TOPIC

COLONIAL RULE AND THE NATIONALIST CHALLENGE IN INDIA, 1919–47

16 questions in this booklet

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

Study Extract D.

Extract D: From *Britain and the Nationalist Challenge in India 1900–47*, published in 2010.

The Cripps Mission's purpose was to solve India's political problems by granting India dominion status. However, this proved to be impossible. Viceroy Linlithgow was unimpressed. He feared that the British government would impose some sort of settlement against his will, and that this settlement would limit his powers. Moreover, what Cripps had to offer was not what Congress wanted to hear. Gandhi was furious, telling Cripps to 'take the first plane home'. Congress rejected the proposals as they would not accept a situation where states were allowed to opt out of a united India.

(a) What impression does the author give about the Cripps Mission?

You **must** use Extract D to explain your answer.

(6)

(b) Explain **two** effects of Direct Action on British rule in India.

(8)

Answer EITHER (c)(i) OR (c)(ii)

EITHER

(c) (i) 'The impact of the First World War on India was the main reason for the growth of nationalism in the years 1919–20.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the impact of the First World War
- the Amritsar Massacre.

You **must** also use information of your own.

(16)

OR

(c) (ii) 'It was Gandhi who made the most significant contribution to the challenge to British rule in India in the years 1927–39.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Gandhi
- Jinnah.

You **must** also use information of your own.

(16)

(Total for Question 4 = 30 marks)

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

Study Extract D.

Extract D: From *A History of India* published in 2010.

The Rowlatt Acts were unjustified as they included controls such as imprisonment without trial or jury. The Muslim leader Muhammad Ali Jinnah resigned in protest, and the Acts were fiercely opposed by every Indian member of the Legislative Council. The Acts upset a wide range of public opinion in India. The Acts also made it very clear that the British Government was prepared to use force to crush opposition and that the British had no intention of relaxing their grip on India.

(a) What impression does the author give about the Rowlatt Acts?

You **must** use Extract D to explain your answer.

(6)

(b) Explain **two** effects of the Amritsar Massacre on attitudes to British rule in India.

(8)

Answer EITHER (c)(i) OR (c)(ii)

EITHER

(c) (i) 'Indian Nationalism was driven mainly by Congress in the years 1920–27.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Congress
- the Muslim League.

You **must** also use information of your own.

(16)

OR

(c) (ii) 'The role of the Muslim League, in the years 1935–47, was the main reason for India being partitioned.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Muslim League in the years 1935–47
- the British Government in the years 1935–47.

You **must** also use information of your own.

(16)

(Total for Question 4 = 30 marks)

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

Study Extract D.

Extract D: From *A History of India* published in 2010.

Many Indians used the Satyagraha Campaign to do things that the campaign had not intended. Extreme violence occurred at different times and in different provinces. The Bombay strike turned into four days of looting and burning. In Rangpur, the mob attacked money lenders. In the region of Malaba, Muslims rampaged against Muslim landlords, and also killed British people and wealthy Hindus. In northern India, Hindus forced Muslims to 'wash away their pollution' by immersing them in water tanks, and many drowned. Satyagraha was becoming Gandhi's worst nightmare.

(a) What impression does the author give about the Satyagraha Campaign?

You **must** use Extract D to explain your answer.

(6)

(b) Explain **two** effects of India's involvement in the Second World War on the campaign for Indian independence.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The impact of the Amritsar Massacre was the main reason why British rule in India was unpopular in 1919.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Amritsar Massacre
- the Government of India Act.

You **must** also use information of your own.

(16)

OR

(ii) 'In the years 1927–37, the Salt March had the most significant impact on the progress towards Indian independence.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Salt March
- the Simon Commission.

You **must** also use information of your own.

(16)

(Total for Question 4 = 30 marks)

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

Study Extract D.

Extract D: From *A History of India* published in 2001.

In January 1930, Gandhi launched a campaign of mass protest, law breaking and non-payment of taxes. The British Governor, Irwin, underestimated the cleverness of Gandhi's strategy. The emphasis on everyday issues, such as the harmful salt tax, made Gandhi's position look reasonable in the eyes of the world. Gandhi informed Irwin that he and seventy of his supporters planned to march to the coastal town of Dandi and break the law by picking up salt tax-free. This symbolic act proved to be massive in its effect on the issue of independence. Its impact spread across the whole subcontinent.

(a) What impression does the author give about Gandhi's Salt March (1930)?

You **must** use Extract D to explain your answer.

(6)

(b) Explain **two** effects of the appointment of Mountbatten as Viceroy of India on the partition of India.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the growth of nationalism in India, in the years 1919–27, was Gandhi's civil disobedience campaign.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Gandhi's civil disobedience campaign
- the Government of India Act (1919).

You **must** also use information of your own.

(16)

OR

(ii) 'The main impact of the Second World War on India, in the years 1939–45, was economic.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- economic impact
- 'Quit India' campaign.

You **must** also use information of your own.

(16)

(Total for Question 4 = 30 marks)

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

Study Extract D.

Extract D: From *A History of India* published in 2010.

India suffered as a consequence of the First World War. India had contributed a huge £146 million to the war, and about half of this had come from war loans. As a consequence, most ordinary Indians felt the effects of this through significantly increased taxation. They also had to struggle with shortages of fuel and rising prices. As a result of the war, the price of grain and imported goods rose massively. These price rises were made worse by the failure of monsoons to arrive in 1919, and this led to grain shortages and famine.

(a) What impression does the author give about India in 1919?

You **must** use Extract D to explain your answer.

(6)

(b) Explain **two** effects of Gandhi's Satyagraha Campaign on nationalism in India in the 1920s.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'It was the Round Table Conferences that had the most significant impact on British rule in India in the years 1930–37.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Round Table Conferences
- Gandhi's Salt March.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason India was partitioned was the attitude of the British Labour Government.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the British Labour Government
- communal violence.

You **must** also use information of your own.

(16)

(Total for Question 4 = 30 marks)

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

Study Extract D.

Extract D: From *A History of India* published in 2001.

The British Government invited all those interested in creating the future Indian dominion to a Round Table Conference. Britain was very keen to find a system of government that would work. The First Round Table Conference opened in 1930, and made significant progress. It was agreed that India would be a federation made up of the provinces and the Indian states. India would be largely, though by no means completely, self-governing. Two further Round Table Conferences added details to the agreement, which confirmed that Britain was willing to give up some of its control of India.

(a) What impression does the author give about the Round Table Conferences?

You **must** use Extract D to explain your answer.

(6)

(b) Explain **two** effects of the impact of the First World War on India in 1919.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main driving force behind Indian nationalism, in the years 1920–27, was Gandhi.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Gandhi
- Jinnah.

You **must** also use information of your own.

(16)

OR

(ii) 'The 'Quit India' campaign was the main reason why India gained independence from British rule in 1947.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- 'Quit India' campaign
- Direct Action.

You **must** also use information of your own.

(16)

(Total for Question 4 = 30 marks)

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

Study Extract D.

Extract D: From *A History of India,* published in 2010.

On 26 July 1945, the Labour Party came to power in Britain. Nehru was delighted by Labour's victory. Congress was confident that Labour's victory would lead to significant changes in India. The British Prime Minister, Clement Attlee, indicated that Britain would allow a complete transfer of power. This would smooth the way to independence in India. Elections would be held throughout India, allowing people to choose their own representatives to form an assembly. The link between Congress and the Labour Party made agreement much easier.

(a) What impression does the author give about the Labour Government and India?

You **must** use Extract D to explain your answer.

(6)

(b) Explain **two** effects of the activities of Chandra Bose on British rule in India.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The Rowlatt Acts were the main reason for the growth of nationalism in India in the years 1919–20.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Rowlatt Acts
- the Government of India Act (1919).

You **must** also use information of your own.

(16)

OR

(ii) 'In the years 1927–39, it was the Simon Commission that had the most significant impact on the development of Indian independence.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Simon Commission
- the Government of India Act (1935).

You **must** also use information of your own.

(16)

(Total for Question 4 = 30 marks)

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

Study Extract D.

Extract D: From *A History of India*, published in 1994.

The 1935 Government of India Act was a poor attempt to share power. It was intended that the Act would protect British interests. At the same time, it would give the provinces of India a legislative assembly and governor. However, when the Act was passed, it pleased almost no one. It was hated by most Indian politicians and even by a significant group of British MPs. The Act provided only a temporary solution to the problem of British rule in India, and an extremely poor one at that.

(a) What impression does the author give about the Government of India Act (1935)?

You **must** use Extract D to explain your answer.

(6)

(b) Explain **two** effects of the outcome of the elections of 1937 on India.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for growing opposition to British rule in India, in the years 1919–27, was the Amritsar Massacre.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Amritsar Massacre
- Congress.

You **must** also use information of your own.

(16)

OR

(ii) 'In the years 1940–47, it was the Lahore Declaration (1940) that was the most significant development on the way to the partition of India.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Lahore Declaration (1940)
- Mountbatten, Viceroy of India.

You **must** also use information of your own.

(16)

(Total for Question 4 = 30 marks)

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

Study Extract D.

Extract D: From *A History of India*, published in 2021.

Chandra Bose's actions were all about his own personal ambition and not his loyalty to India. He attacked Mahatma Gandhi as a confused, excessively religious old man whose peaceful ideas would not benefit India. Chandra Bose organised terrorist gangs of men and ordered them to carry out acts of destruction. They wrecked trains, burnt buildings and massacred women who tried to defend their children. He openly encouraged massacres in Bombay and Malabar. His supporters attacked police, drenched them in oil and burnt them alive.

(a) What impression does the author give about Chandra Bose?

You **must** use Extract D to explain your answer.

(6)

(b) Explain **two** effects of the Government of India Act (1919) on India.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'In the years 1920–28, it was the work of Gandhi that had the most significant impact on British rule in India.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Gandhi
- the Simon Commission (1928).

You **must** also use information of your own.

(16)

OR

(ii) 'Direct Action was the main reason why British rule in India ended in 1947.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Direct Action
- Mountbatten.

You **must** also use information of your own.

(16)

(Total for Question 4 = 30 marks)

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

Study Extract D.

Extract D: From *A History of India*, published in 2001.

In September 1939, the Viceroy announced that India was at war with Germany. This made it very clear that India, whether it liked it or not, was still part of the British Empire. To make matters worse, Indian nationalist leaders had not even been consulted about this. Their angry response was that India would only fight in the war if India was an independent nation. This was ignored by the Viceroy, which resulted in the elected Congress ministries resigning. The Muslim League also condemned the Viceroy's action.

(a) What impression does the author give about India's entry into the Second World War?

You **must** use Extract D to explain your answer.

(6)

(b) Explain **two** effects of the activities of the Muslim League on its relations with Congress in the years 1924–29.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'In the years 1919–20, the main reason for the growth of nationalism in India was the Government of India Act (1919).'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Government of India Act (1919)
- the impact of the First World War.

You **must** also use information of your own.

(16)

OR

(ii) 'It was Gandhi's Salt March that had the most significant impact on British rule in India in the 1930s before the outbreak of the Second World War.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Gandhi's Salt March (1930)
- the elections of 1937.

You **must** also use information of your own.

(16)

(Total for Question 4 = 30 marks)

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

Study Extract D.

Extract D: From a history of India, published in 2010.

A meeting started in the Jallianwala Bagh in Amritsar. Between 15,000 to 50,000 people were there and they were certainly unarmed. Some were playing cards, throwing dice, gossiping and generally relaxing in the warm sun. Speeches were made and poems recited. Then the unbelievable happened. Without a word of warning, infantrymen, under the command of General Dyer, fired repeatedly into the crowd. There was absolute chaos as thousands tried to escape. Then, just as suddenly, Dyer and his men left. They left the injured to look after themselves.

(a) What impression does the author give about the Amritsar Massacre?

You **must** use Extract D to explain your answer.

(6)

(b) Explain **two** effects of Gandhi's campaigns in the 1920s on Indian nationalism.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main consequence of the Second World War on India in the years 1939–45 was increased support for independence.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- support for independence
- economic impact.

You **must** also use information of your own.

(16)

OR

(ii) 'Communal violence was the main reason why India was partitioned.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- communal violence
- the Princely States.

You **must** also use information of your own.

(16)

(Total for Question 4 = 30 marks)

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

Study Extract D.

Extract D: From *A history of India*, published in 2002.

Wavell wished for an agreement on an Indian government based on national unity. This did not happen at the Simla Conference. Wavell proposed an Executive Council, chosen in a way that would give a balance of representatives from the main communities in India. From the start of the Conference to its finish this proposal was rejected. Also, Jinnah was unyielding and insisted that all the fifteen Muslims on the new Council should be chosen by the League. Wavell refused to change and he ignored Jinnah's demands. Wavell's hope of national unity was ruined.

(a) What impression does the author give about the Simla Conference?

You **must** use Extract D to explain your answer.

(6)

(b) Explain **two** effects of the Lahore Resolution (1940) on the way in which Indian independence developed.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'In the years 1919–29, the main reason for the growth of nationalism in India was the Amritsar Massacre.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Amritsar Massacre
- the Simon Commission.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant event affecting British rule of India, in the years 1930–39, was Gandhi's Salt March.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Gandhi's Salt March (1930)
- the Round Table Conferences.

You **must** also use information of your own.

(16)

(Total for Question 4 = 30 marks)

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

Study Extract D.

Extract D: From *A history of India*, published in 2001.

In 1947, Partition created the displacement of people in India, as well as destruction and death. There were many problems that were difficult to solve. The refugee problem led to millions of terrified Hindus, Muslims and Sikhs stranded on railway stations and in bus stations, desperately looking for safety. Many others walked with the few possessions they could carry, as they could not afford the tickets. About three-quarters of a million people were murdered while on that journey to safety. Many women and girls were attacked or abducted and were never reunited with their families.

(a) What impression does the author give about India in 1947?

You **must** use Extract D to explain your answer.

(6)

(b) Explain **two** effects of the Round Table Conferences on India in the 1930s.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The Rowlatt Acts were the main reason why British rule in India was unpopular in 1919.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Rowlatt Acts (1919)
- the Government of India Act (1919).

You **must** also use information of your own.

(16)

OR

(ii) 'In the years 1920–27, the most significant feature of opposition to British rule was Gandhi's civil disobedience campaign.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Gandhi's civil disobedience campaign
- the Muslim League.

You **must** also use information of your own.

(16)

(Total for Question 4 = 30 marks)

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

Study Extract D.

Extract D: From *A history of India*, published in 2010.

Gandhi's aims for the future of India in the 1920s, were ridiculously unworkable. Gandhi believed that the people of India would be much happier if they lived in small, self-sufficient communities. These communities would grow their own food, spin their own thread and weave their own cloth. Of course, this idea was not possible. Bombay, Madras, Delhi and Calcutta were already busy modern cities. Millions of people living there could not possibly return to their rural ways of living. Gandhi's campaign of civil disobedience, with its many *hartals*, simply led to violence.

(a) What impression does the author give about Gandhi's aims for India in the 1920s?

You **must** use Extract D to explain your answer.

(6)

(b) Explain **two** effects of communal violence on India in the years 1946–47.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The impact of the Government of India Act (1935) was the main reason why British rule in India became more unpopular in the years 1930–37.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Government of India Act (1935)
- the Round Table Conferences (1930–32).

You **must** also use information of your own.

(16)

OR

(ii) 'In the years 1939–45, the main impact of the Second World War on India was political.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- political impact
- economic impact.

You **must** also use information of your own.

(16)

(Total for Question 4 = 30 marks)

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

Study Extract D.

Extract D: From a history of India, published in 2010.

The reason for sending Mountbatten to negotiate the final stages of India's independence was that he was totally different from any of the previous Viceroys. His sheer determination to be seen as a man of action brought a refreshing change to Indian politics. He consulted with as many people as possible. He was seen as the man who could overcome the problems created by the disagreements between Congress and the Muslim League. In meetings with Gandhi, Nehru and other Congress leaders, Mountbatten's charm and flattery worked, as did his determination to find a solution.

(a) What impression does the author give about Mountbatten's role in India's independence?

You **must** use Extract D to explain your answer.

(6)

(b) Explain **two** effects of the Second World War on India.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the growth of Indian nationalism, in the years 1919–20, was the impact of the First World War.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the First World War
- the Rowlatt Acts.

You **must** also use information of your own.

(16)

OR

(ii) 'In the years 1921–37, the Muslim League played the most significant role in the growth of Indian nationalism.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Muslim League
- the Simon Commission (1928).

You **must** also use information of your own.

(16)

(Total for Question 4 = 30 marks)

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

Study Extract D.

Extract D: From a history of India, published in 2004.

The Government of India Act (1935) appeared to grant real power to the people of India in the way India was to be governed in the future. However, Nehru seriously criticised it and Jinnah described it as totally unacceptable. Only those who owned enough property could vote in the provincial elections. This meant that only 25 per cent of India's total population was allowed to vote. India was to be a federation of states, but the British Governor-General still had special powers. In the 'reserved' subjects of defence, foreign affairs and the administration of tribal areas, he had complete control.

(a) What impression does the author give about the Government of India Act (1935)?

You **must** use Extract D to explain your answer.

(6)

(b) Explain **two** effects of the role of Jinnah on Indian unity in the years 1928–30.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'In the years 1920–27, Gandhi was the main driving force behind the rise of Indian nationalism.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Gandhi
- the Hunter Report (1920) on Amritsar.

You **must** also use information of your own.

(16)

OR

(ii) 'The impact of the 'Quit India' campaign was the main reason why India gained independence.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the 'Quit India' campaign
- the British Labour Government (1945).

You **must** also use information of your own.

(16)

(Total for Question 4 = 30 marks)

SUB-TOPIC

DEVELOPMENT OF A NATION: UNIFICATION OF ITALY, 1848–70

16 questions in this booklet

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

Study Extract B.

Extract B: From *The Unification of Italy 1815–70*, published in 2008.

On 11 May 1860 Garibaldi landed in Sicily and encountered very little resistance. Garibaldi's Thousand may well have been poorly armed with out-of-date weapons, but they were experienced and well trained by Garibaldi who was a first-rate military commander. Their first encounter with opposition at Calatafimi on 15 May, resulted in a sensational victory for Garibaldi's troops. Palermo was taken later in the month, with the island of Sicily completely conquered by the end of July. This enabled Garibaldi to act as the undisputed ruler of Sicily.

(a) What impression does the author give about Garibaldi's conquest of Sicily in 1860?

You **must** use Extract B to explain your answer.

(6)

(b) Explain **two** effects of the Pact of Plombières on Italy.

(8)

Answer EITHER (c)(i) OR (c)(ii)

EITHER

(c) (i) 'Economic problems were the main reason for revolutions in the Italian states in 1848.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- economic problems
- the reforms of Pope Pius IX.

You **must** also use information of your own.

(16)

OR

(c) (ii) 'Cavour played the most significant role in the development of Piedmont in the years 1848–54.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the role of Cavour
- the role of King Victor Emmanuel II.

You **must** also use information of your own.

(16)

(Total for Question 2 = 30 marks)

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

Study Extract B.

Extract B: From *A History of Italy*, published in 2008.

Piedmontese troops arrived in the Crimea in early 1855 but many soldiers were soon infected with the deadly disease cholera. Nevertheless, the Piedmontese army did not disgrace itself and played a significant role in the victory over the Russians at Chernaya Rechka on 16 August. This led directly to the fall of Sebastopol. The battle won the Piedmontese army the respect and gratitude of its allies. Cavour's attendance at the Peace Conference in Paris was a sign of Piedmont's growing strength and influence. This also demonstrated the support Piedmont now had from Britain and France.

(a) What impression does the author give about Piedmont's role in the Crimean War?

You **must** use Extract B to explain your answer.

(6)

(b) Explain **two** effects of the appointment of Cavour as the Prime Minister of Piedmont on the development of the state of Piedmont.

(8)

Answer EITHER (c)(i) OR (c)(ii)

EITHER

(c) (i) 'Poor leadership was the main reason why the 1848 Revolutions in the Italian states failed.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- poor leadership
- lack of support.

You **must** also use information of your own.

(16)

OR

(c) (ii) 'In the years 1859–60, Cavour had the most significant impact on the process of Italian Unification.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Cavour
- Garibaldi.

You **must** also use information of your own.

(16)

(Total for Question 2 = 30 marks)

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

Study Extract B.

Extract B: From *A History of Italy* published in 2008.

Many Italians felt betrayed by Piedmont's forced creation of a centralised Italian state. Piedmontese politicians, including Cavour, had very little understanding of the southern area of Italy. The south's poverty and its backwardness meant it was unsuitable for unification with Piedmont. Cavour's immediate aim was to crush any opposition in the south. There was still what remained of Garibaldi's army and there were also peasants demanding land and freedom. Cavour dispatched forces to the south with orders to crush opposition at all costs.

(a) What impression does the author give about 'Piedmontisation' during Italian unification?

You **must** use Extract B to explain your answer.

(6)

(b) Explain **two** effects of the *Statuto* on Piedmont.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The Crimean War was the most significant turning point on the way to Italian Unification in the years 1854–59.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Crimean War
- the defeat of Austria (1859).

You **must** also use information of your own.

(16)

OR

(ii) 'The role of the great powers was the main factor in bringing about Italian Unification in the years 1859–61.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the great powers
- the Proclamation of the Kingdom of Italy.

You **must** also use information of your own.

(16)

(Total for Question 2 = 30 marks)

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

Study Extract B.

Extract B: From *A History of Italy* published in 2008.

Although appearing threatening, the revolutions of 1848 were limited and actually achieved little. There was little significant support from the peasantry. Often, those who called for revolution were seen by the peasants as worse than their current leaders. The revolutionary demand for a united Italy was based on Mazzini's ideas, which did not address the issue of land ownership. In Sicily, the peasantry invaded the common lands, but were quickly and easily thrown off the land. The new Sicilian Parliament then refused to pass any land reform measures.

(a) What impression does the author give about the 1848 revolutions in the Italian states?

You **must** use Extract B to explain your answer.

(6)

(b) Explain **two** effects of the Franco-Prussian War on Italy in 1870.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'Political change was the most important feature of Piedmont's development in the years 1848–54.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- political change
- economic expansion.

You **must** also use information of your own.

(16)

OR

(ii) 'The battles of Magenta and Solferino were the main reason for the defeat of Austria in 1859.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the battles of Magenta and Solferino
- Napoleon III.

You **must** also use information of your own.

(16)

(Total for Question 2 = 30 marks)

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

Study Extract B.

Extract B: From *A History of Italy*, published in 2008.

In 1870, many significant issues facing Italy had still not been solved. The divisions between the north and south of Italy remained and, indeed, were made worse by bandits. The bandits lived in the forests and mountains and caused destruction and disorder whenever they wanted. Piedmont's legal and political systems dominated the new Italian state and many people resented this. There was little economic unity between the north and the south, despite some improvement in transport. The capture of Rome made division between the Church and State even greater.

(a) What impression does the author give about the unification of Italy in 1870?

You **must** use Extract B to explain your answer.

(6)

(b) Explain **two** effects of the 1848 Revolutions on Italy in the years 1848–49.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The Pact of Plombières was the most significant turning point on the way to Italian Unification in the years 1854–59.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Pact of Plombières (1858)
- the Treaty of Villafranca (1859).

You **must** also use information of your own.

(16)

OR

(ii) 'The actions of Garibaldi were the main reason for the establishment of the Kingdom of Italy in 1861.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Garibaldi's actions
- Victor Emmanuel II.

You **must** also use information of your own.

(16)

(Total for Question 2 = 30 marks)

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

Study Extract B.

Extract B: From *A History of Italy*, published in 2004.

Mazzini strongly believed that to achieve an independent democratic nation, a national revolution was needed. He was elected to the revolutionary Triumvirate, the new government of the Roman Republic. This gave him the opportunity to achieve his dream of laying the foundations for a new democratic republican Italy, with Rome as its capital. However, he never got the chance to put his democratic reforms in place. French soldiers marched on Rome on 30 April 1849, and easily took control of the city. A dejected Mazzini left Italy for exile.

(a) What impression does the author give about Mazzini's aims?

You **must** use Extract B to explain your answer.

(6)

(b) Explain **two** effects of the Orsini Affair on the process of Italian unification.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main achievement of Cavour in Piedmont, in the years 1852–54, was to reduce the influence of the Church.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- reducing the influence of the Church
- the economy.

You **must** also use information of your own.

(16)

OR

(ii) 'The problem of Rome was the main reason why there were obstacles to Italian unity after 1861.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the problem of Rome
- problems in the south.

You **must** also use information of your own.

(16)

(Total for Question 2 = 30 marks)

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

Study Extract B.

Extract B: From *A History of Italy,* published in 2008.

Protests and demands for change and reform triggered the revolutions of 1848 in the Italian states. These protests were entirely driven by people who were in very difficult circumstances. Violent food riots, caused by poor food harvests, were seen from north to south. Peasants responded with savage violence against land enclosure, which had taken away their common land. In the north, textile workers, who had been replaced by machines, robbed factories and destroyed weaving machinery. All this led to eighteen months of unrest in the Italian peninsula.

(a) What impression does the author give about the 1848 Revolutions in the Italian states?

You **must** use Extract B to explain your answer.

(6)

(b) Explain **two** effects of Garibaldi's invasion of Naples and Sicily in 1860 on the unification of Italy.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'Economic expansion was the most important feature of Piedmont's development in the years 1848–54.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- economic expansion
- the *Statuto*.

You **must** also use information of your own.

(16)

OR

(ii) 'The main factor contributing towards Italian unification, in the years 1854–59, was the Treaty of Villafranca.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Treaty of Villafranca
- the Orsini Affair.

You **must** also use information of your own.

(16)

(Total for Question 2 = 30 marks)

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

Study Extract B.

Extract B: From *A History of Italy*, published in 2020.

The Second Battle of Custozza cost nearly 2,000 lives and left another 7,000 wounded men from both sides in agony on the battlefield. The Italian army was still struggling to combine the armed forces of the formerly separate states. The army was poorly trained, poorly equipped, and exceedingly poorly led. When the battle started the generals divided the Italian army into two fighting forces, which turned out to be disastrous. Austria's victory had been won for them by the inadequate decision-making of the generals in the Italian army.

(a) What impression does the author give about the Second Battle of Custozza?

You **must** use Extract B to explain your answer.

(6)

(b) Explain **two** effects of economic development on Piedmont in the years 1849–54.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'Opposition to Austrian rule was the main reason for the 1848 Revolutions in the Italian states.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Austrian rule
- economic problems.

You **must** also use information of your own.

(16)

OR

(ii) 'Garibaldi played the most significant role in the process of Italian unification in the years 1859–60.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the role of Garibaldi
- the role of the great powers.

You **must** also use information of your own.

(16)

(Total for Question 2 = 30 marks)

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

Study Extract B.

Extract B: From *A History of Italy* published in 2000.

In 1861 a new Kingdom of Italy came into existence, but Garibaldi was unhappy with how it operated. He had hoped it would deliver radical reform and social change. He was soon disappointed. He opposed Cavour in parliament. He accused the government of poor treatment of the volunteer soldiers who had succeeded in conquering half the country and had given it to the king. Moreover, he condemned the inefficient administration of the provinces that he had conquered. He was also concerned that the power of the Church had not been reduced.

(a) What impression does the author give about Garibaldi's view of the new Kingdom of Italy?

You **must** use Extract B to explain your answer.

(6)

(b) Explain **two** effects of the defeat of Austria (1859) on the process of Italian unification.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main consequence of the 1848 Revolutions in the Italian states was the weakening of Austrian dominance.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the weakening of Austrian dominance
- liberal constitutions.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason for progress in Piedmont, in the years 1849–54, was the building of railways.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the railways
- financial reform.

You **must** also use information of your own.

(16)

(Total for Question 2 = 30 marks)

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

Study Extract B.

Extract B: From *A History of Italy,* published in 2021.

King Victor Emmanuel II courageously defended his father's constitution, the *Statuto*, put in place after the 1848 revolutions. Victor Emmanuel stubbornly and proudly defended the revolutionary Italian tricolour flag, which the Austrians wanted to replace with the traditional blue flag of Piedmont. He then faced the seemingly impossible task of achieving peace with Austria, which he did by paying them 65 million francs. For these actions he deservedly earned for himself a reputation as the defender of Italian freedom. Many called him 'the Honest King'.

(a) What impression does the author give about King Victor Emmanuel II in the years 1848–49?

You **must** use Extract B to explain your answer.

(6)

(b) Explain **two** effects of Cavour's Church policies on Piedmont in the years 1852–57.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'In the years 1854–59, the most significant event that contributed towards Italian independence was the Austrian War.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Austrian War
- the Crimean War.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason why there were obstacles to Italian unification in the years 1861–70 was "Piedmontisation".'

How far do you agree? Explain your answer.

You may use the following in your answer:

- 'Piedmontisation'
- the Pope.

You **must** also use information of your own.

(16)

(Total for Question 2 = 30 marks)

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

Study Extract B.

Extract B: From a history of Italy, published in 2010.

After 1861, the north and south remained divided politically, socially and economically. There were significant differences in language, currency, weights and measures, legal codes and taxation. The feeling among the people in the south was that they were second-class citizens in an Italy dominated by the north. This created bitter resentment in the south. Among the people in the north there was a persistent feeling that they had done the work to create Italy. They felt they continued to keep the economy strong and yet still had to support the lazy and backward southern provinces.

(a) What impression does the author give about the problems facing Italian unification after 1861?

You **must** use Extract B to explain your answer.

(6)

(b) Explain **two** effects of the battles of Magenta and Solferino on the progress towards Italian unification.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The most significant feature of the 1848 Revolutions in the Italian states was Mazzini's revolt against Rome.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Mazzini's revolt against Rome
- uprisings in Sicily.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason for the development of Piedmont, in the years 1849–54, was the reduction of the influence of the Church.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the reduction of the influence of the Church
- the *connubio*.

You **must** also use information of your own.

(16)

(Total for Question 2 = 30 marks)

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

Study Extract B.

Extract B: From *A history of Italy*, published in 2008.

The development of the Piedmontese economy was very significant in the process of Italian unification. Cavour saw Piedmont as a leader in developing a national 'Italian' economic identity that would free the Italian peninsula from the influence of Austria. Piedmont had a thriving modern textile industry based on the manufacture of wool, silk and cotton. These industries employed well over 100,000 workers. Piedmont was also the leader in the development of communications. Cavour recognised the benefits of railways and he enthusiastically encouraged and financed a large-scale railway building programme.

(a) What impression does the author give about Piedmont?

You **must** use Extract B to explain your answer.

(6)

(b) Explain **two** effects of Mazzini's revolt in 1848 on Italian unity.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the defeat of Austria in 1859 was the role of the French.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the role of the French
- Austrian military weakness.

You **must** also use information of your own.

(16)

OR

(ii) 'In the years 1859–61, Garibaldi played the most significant part in the establishment of the Kingdom of Italy.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Garibaldi
- Cavour.

You **must** also use information of your own.

(16)

(Total for Question 2 = 30 marks)

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

Study Extract B.

Extract B: From *A history of Italy*, published in 2008.

The events of the summer of 1860 in Italy had raised tension amongst the Great Powers of Europe. Austria was extremely fearful that the strength of Italian patriotism might spread to Venice and significantly reinforced its armed forces in the region. Austria even considered invading Lombardy. Russia, in protest over what happened in Naples, broke off relations with Piedmont. France was worried that the power of the Papacy and the Catholic Church was under threat. France occupied Rome, protected the Pope and denied Italians the opportunity to use Rome as a symbol of Italian unity.

(a) What impression does the author give about the reaction of the Great Powers to the events of 1860 in Italy?

You **must** use Extract B to explain your answer.

(6)

(b) Explain **two** effects of 'Piedmontisation', in the years 1862–70, on Italian unification.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main consequence of the 1848 Revolutions in the Italian states was the impact on the papacy.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the papacy
- Piedmont.

You **must** also use information of your own.

(16)

OR

(ii) 'In the years 1854–59, the Pact of Plombières was the main factor contributing towards Italian unification.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Pact of Plombières (1858)
- the Treaty of Villafranca (1859).

You **must** also use information of your own.

(16)

(Total for Question 2 = 30 marks)

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

Study Extract B.

Extract B: From *A history of Italy*, published in 2023.

The Revolutions of 1848 in the Italian states were led by intellectuals who wanted liberal governments throughout the Italian peninsula and Sicily. The Austrian Empire ruthlessly ruled the Italian states in northern Italy. The Italian revolutionaries wanted to get rid of this conservative Austrian leadership. The Austrians tried to strengthen their control with further oppression and more severe taxes. However, in Milan, about 20,000 Austrian troops were forced to withdraw from the city after a five-day battle. A more liberal provisional government was then formed in Milan by Italian revolutionaries.

(a) What impression does the author give about the cause of the Revolutions of 1848 in the Italian states?

You **must** use Extract B to explain your answer.

(6)

(b) Explain **two** effects of developments in Piedmont, in the years 1848–52, on Piedmont.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'In the years 1854–59, the most significant event on the way to Italian unification was the war in the Crimea.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the war in the Crimea
- the Pact of Plombières (1858).

You **must** also use information of your own.

(16)

OR

(ii) 'The main obstacle to Italian unity after 1861 was the problems in the South.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- problems in the South
- the problem of Venetia.

You **must** also use information of your own.

(16)

(Total for Question 2 = 30 marks)

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

Study Extract B.

Extract B: From a history of Italy, published in 2023.

Without Giuseppe Garibaldi, the southern Italian states would not have been part of the unification process. In 1860, Garibaldi organised an army (referred to as the 'Thousand') to take control of the southern part of the Italian peninsula. They landed first in Sicily and then moved onwards into Naples. Garibaldi and his men easily overthrew the Bourbon monarchy and handed over the southern territories to Victor Emmanuel II, King of Piedmont-Sardinia. As a result, in early 1861, a national parliament met and proclaimed the Kingdom of Italy, with Victor Emmanuel II as its King.

(a) What impression does the author give about the role of Garibaldi in the unification of Italy?

You **must** use Extract B to explain your answer.

(6)

(b) Explain **two** effects of the Pact of Plombières on Italian unification.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'Economic difficulties were the main reason for revolutions in the Italian states in 1848.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- economic difficulties
- uprisings in Sicily.

You **must** also use information of your own.

(16)

OR

(ii) 'In the years 1848–54, King Victor Emmanuel II played the most significant role in the development of Piedmont.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- King Victor Emmanuel II
- Cavour.

You **must** also use information of your own.

(16)

(Total for Question 2 = 30 marks)

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

Study Extract B.

Extract B: From a history of Italy, published in 2008.

In 1848, in Piedmont, Charles Albert introduced the *Statuto*, a new constitution. However, it did not allow a full parliamentary system and this angered many liberals in Piedmont and throughout the Italian peninsula. The King still held all of the important powers, including the right to authorise laws and appoint members to the upper house of parliament. The lower house of parliament was now to be elected but by a very small number of people, only 2 per cent of the population. This made the lower house very unrepresentative.

(a) What impression does the author give about the *Statuto*?

You **must** use Extract B to explain your answer.

(6)

(b) Explain **two** effects of the problem of Rome on Italian unity in the years after 1861.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'Economic expansion was the most important feature of Piedmont's development in the years 1849–54.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- economic expansion
- Church reform.

You **must** also use information of your own.

(16)

OR

(ii) 'The actions taken by France was the main reason for the defeat of Austria in 1859.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the actions taken by France
- Garibaldi.

You **must** also use information of your own.

(16)

(Total for Question 2 = 30 marks)

SUB-TOPIC

DICTATORSHIP AND CONFLICT IN THE USSR, 1924–53

16 questions in this booklet

5 Dictatorship and conflict in the USSR, 1924–53

Study Extract E.

Extract E: From *A History of The Twentieth Century*, published in 2009.

Trotsky had substantial claims to the leadership of the USSR. He had carried out the actual Bolshevik takeover of Petrograd in 1917. Trotsky had also led the Red Army to victory in the Russian Civil War. He was a brilliant leader and toured Russia in a special train to direct troop movements and keep up morale. Trotsky was clever; he was able to gain enthusiastic support when he spoke, and he was a powerful writer. Trotsky supported Karl Marx's original aim to spread communism to all the developed countries.

(a) What impression does the author give about Trotsky's suitability to be leader of the USSR?

You **must** use Extract E to explain your answer.

(6)

(b) Explain **two** effects of the German invasion during the Second World War on the Soviet people.

(8)

Answer EITHER (c)(i) OR (c)(ii)

EITHER

(c) (i) 'The main reason for the purges of the 1930s was Kirov's murder.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Kirov's murder
- Stalin's insecurity.

You **must** also use information of your own.

(16)

OR

(c) (ii) 'The main consequence of Stalin's policies on life in the Soviet Union was that they led to a decline in living conditions.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- a decline in living conditions
- the persecution of ethnic minorities.

You **must** also use information of your own.

(16)

(Total for Question 5 = 30 marks)

5 Dictatorship and conflict in the USSR, 1924–53

Study Extract E.

Extract E: From *The USSR 1924–64*, published in 1990.

What was different about Stalin's programmes of collectivisation and industrialisation was their scale, speed and intensity. The Party Congress of 1926 took the momentous decision to begin the transformation from an agricultural country into an industrial one, capable of producing what it needed by its own efforts. Stalin turned that into reality. From 1928 onwards, the Soviet State centralised and controlled the nation's economy. Stalin was convinced the survival of Soviet Russia depended upon these major economic changes, which are often referred to by historians as Stalin's 'Revolution'.

(a) What impression does the author give about Stalin's changes to the Soviet economy?

You **must** use Extract E to explain your answer.

(6)

(b) Explain **two** effects of the purges of the 1930s on the USSR.

(8)

Answer EITHER (c)(i) OR (c)(ii)

EITHER

(c) (i) 'The main rival to Stalin in the leadership struggle of 1924–29 was Trotsky.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Trotsky
- Zinoviev.

You **must** also use information of your own.

(16)

OR

(c) (ii) 'The Soviet Union's war production was the main reason for its success in driving back the German invasion in the Second World War.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Soviet war production
- Stalingrad.

You **must** also use information of your own.

(16)

(Total for Question 5 = 30 marks)

5 Dictatorship and conflict in the USSR, 1924–53

Study Extract E.

Extract E: From *A History of the Modern World*, published in 2016.

Much of the blame for Trotsky's failure in the leadership struggle lies with Trotsky himself. He was hugely overconfident. He often offended senior party members. More importantly, he failed to take the opposition seriously. He made little effort to build up support in the ranks of the party and he seriously underestimated Stalin. As Trotsky felt secure that he was superior to Stalin, he did not see the need to criticise him. It seemed to Trotsky almost a joke that Stalin should be his rival. Trotsky saw Stalin as a man in the background, and less able than he himself was.

(a) What impression does the author give about Trotsky's approach to the leadership struggle?

You **must** use Extract E to explain your answer.

(6)

(b) Explain **two** effects of the Five-year Plans on industry in the Soviet Union.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The most significant changes to life in the Soviet Union, in the years 1924–41, were in education.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- education
- life in the countryside.

You **must** also use information of your own.

(16)

OR

(ii) 'Stalin's war leadership was the main reason for Soviet setbacks in the years 1941–42.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Stalin's war leadership
- the purges of the armed forces in the 1930s.

You **must** also use information of your own.

(16)

(Total for Question 5 = 30 marks)

5 Dictatorship and conflict in the USSR, 1924–53

Study Extract E.

Extract E: From *A History of the Twentieth Century*, published in 2009.

Stalin's motives for the purges were driven by the fact that he never felt very secure. This was obvious from his dealings with his political enemies during his rise to power. He was aware that some other old leaders were cleverer than he was. The purges were also a convenient way of ensuring Stalin was not blamed for failures and setbacks. This provided the reason for getting rid of Stalin's enemies.

Some have suggested that the purges provide evidence that Stalin suffered from paranoia.

(a) What impression does the author give about the reasons why Stalin carried out the purges?

You **must** use Extract E to explain your answer.

(6)

(b) Explain **two** effects of Stalin's family policies on family life in the Soviet Union in the years 1924–41.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason why Stalin was successful in the leadership struggle was Trotsky's weaknesses.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Trotsky's weaknesses
- Stalin's position as General Secretary.

You **must** also use information of your own.

(16)

OR

(ii) 'The main consequence of collectivisation was a worsening of living conditions in the countryside.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- living conditions in the countryside
- industrialisation.

You **must** also use information of your own.

(16)

(Total for Question 5 = 30 marks)

5 Dictatorship and conflict in the USSR, 1924–53

Study Extract E.

Extract E: From *A History of the Soviet Union 1924–41*, published in 2008.

Some of the worst camps in the Gulag were in the north-east corner of Siberia, one of the most harsh and unwelcoming parts of the world. Temperatures for much of the winter were as low as minus 45 degrees centigrade. The death rate amongst prisoners was high. It was a constant struggle for survival, as professional criminals dominated the camps and bullied other prisoners without mercy. The prisoners were not protected by the camp authorities. Countless evil acts were committed by such criminals in Gulag camps. Thousands of prisoners were beaten to death by thieves.

(a) What impression does the author give about conditions in the gulag camps?

You **must** use Extract E to explain your answer.

(6)

(b) Explain **two** effects of collectivisation on the Soviet Union.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for Stalin's success in the leadership struggle of 1924–29 was the weaknesses of his opponents.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the weaknesses of his opponents
- Stalin's position within the Communist Party.

You **must** also use information of your own.

(16)

OR

(ii) 'The setbacks of 1941–42 were the most significant feature of the Second World War in the Soviet Union.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the setbacks of 1941–42
- Stalingrad.

You **must** also use information of your own.

(16)

(Total for Question 5 = 30 marks)

5 Dictatorship and conflict in the USSR, 1924–53

Study Extract E.

Extract E: From *A European History*, published in 1982.

The case against Stalin's agricultural measures is very substantial. Firstly, Stalin launched collective farming with inadequate information and statistics, then blamed local officials for the chaos which followed. Secondly, collectivisation policies inflicted appalling suffering on the peasants through the activities of the dekulakisation squads and the confiscation of grain supplies by the state. It is hardly surprising that, in the early 1930s, there was massive resistance from the peasants, who destroyed a huge amount of crops and livestock. Finally, Stalin's policies can be blamed for having set back agricultural production by twenty-five years.

(a) What impression does the author give about Stalin's agricultural policies?

You **must** use Extract E to explain your answer.

(6)

(b) Explain **two** effects of Stalin's policies on living conditions in towns in the Soviet Union.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main consequences of the purges were those experienced by the Red Army.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Red Army
- control of the people.

You **must** also use information of your own.

(16)

OR

(ii) 'Stalin's leadership was the main reason for the Soviet Union's success against Germany in the Second World War.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Stalin's leadership
- Soviet war production.

You **must** also use information of your own.

(16)

(Total for Question 5 = 30 marks)

5 Dictatorship and conflict in the USSR, 1924–53

Study Extract E.

Extract E: From *A History of Europe*, published in 1982.

In the Fourth Five-year Plan the consumer suffered. The reconstruction of industry was the priority after the Second World War, and Stalin was determined in his aim to strengthen Soviet industry. Agriculture was reorganised into new collectives, but production was as low as ever. By 1953, the total agricultural production was only just above what it had been when Stalin came to power, and the number of livestock was 10 per cent down. By 1953, Stalin had made the Soviet Union the world's second largest industrial power, but the strengthening of industry had been accomplished by crippling agriculture.

(a) What impression does the author give about the impact of the Fourth Five-year Plan?

You **must** use Extract E to explain your answer.

(6)

(b) Explain **two** effects of the purges on the armed forces of the Soviet Union.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for collectivisation, in the years 1928–41, was to support industrialisation'

How far do you agree? Explain your answer.

You may use the following in your answer:

- industrialisation
- kulaks.

You **must** also use information of your own.

(16)

OR

(ii) 'The main effect of Stalin's policies on life in the Soviet Union, in the years 1924–41, was improvements in living conditions.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- improvements in living conditions
- women.

You **must** also use information of your own.

(16)

(Total for Question 5 = 30 marks)

5 Dictatorship and conflict in the USSR, 1924–53

Study Extract E.

Extract E: From *A History of Modern Europe*, published in 2000.

As General Secretary of the Communist Party, Joseph Stalin had enormous power. He was responsible for the appointment of thousands of officials, and so he was able to fill key posts with his own supporters. He was an able administrator, and particularly skilful on committees. Stalin was a superb politician, who possessed an excellent sense of timing, and gave the appearance of good humour. He also tried to appear as a moderate in the centre of the Party, who would appeal to all members.

(a) What impression does the author give about how Stalin was able to become leader of the Communist Party?

You **must** use Extract E to explain your answer.

(6)

(b) Explain **two** effects of the Battle of Stalingrad on the Soviet Union.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for changes to the way of life in the Soviet Union, in the years 1924–41, was industrialisation.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- industrialisation
- policies towards women.

You **must** also use information of your own.

(16)

OR

(ii) 'The most effective method of controlling the people of the Soviet Union in the 1930s was Stalin's cult of personality.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the cult of personality
- 'socialist realism'.

You **must** also use information of your own.

(16)

(Total for Question 5 = 30 marks)

5 Dictatorship and conflict in the USSR, 1924–53

Study Extract E.

Extract E: From *European History 1890–1990*, published in 2001.

The German invasion of the USSR in June 1941, and the rapid advance initially made by the attackers, caused chaos in the Soviet Union. Before 1941 had ended, German troops occupied large amounts of territory. This was very costly, especially in combination with the Soviet's scorched earth policy, by which anything of potential use to the Germans was destroyed by the Soviet forces themselves. A third of industrial production alone was lost, and there were crippling losses in terms of the soldiers and civilians killed or captured.

(a) What impression does the author give about the impact of the German invasion on the Soviet Union?

You **must** use Extract E to explain your answer.

(6)

(b) Explain **two** effects of Stalin's position as General Secretary on the leadership struggle in the years 1924–29.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The most significant method Stalin used to control the Soviet Union, in the years 1929–53, was the purges.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- purges
- NKVD.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason for the Great Famine (1932–33) was collectivisation.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- collectivisation
- export of grain.

You **must** also use information of your own.

(16)

(Total for Question 5 = 30 marks)

5 Dictatorship and conflict in the USSR, 1924–53

Study Extract E.

Extract E: From *A History of the USSR 1924–41*, published in 2008.

One of the most crucial instances during the leadership struggle was when Stalin's colleagues decided not to publish Lenin's testament. This contained a very unfavourable criticism of Stalin. The testament described the rough way in which he treated comrades, and included a call to remove Stalin from his leading positions in the party. If Stalin's rivals had published the testament, it would probably have been the end of Stalin's career. However, Trotsky and his colleagues decided against publication. Stalin realised that he had had a lucky escape and went on to take advantage of his good fortune.

(a) What impression does the author give about the decision by Stalin's leadership rivals not to publish Lenin's testament?

You **must** use Extract E to explain your answer.

(6)

(b) Explain **two** effects of the gulag camps on the Soviet Union.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main consequence of Stalin's policies on life in the countryside, in the years 1924–41, was increased political control.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- political control
- collectivisation.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason for the programme of industrialisation under Stalin was the failings of the NEP.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the failings of the NEP
- communist ideas.

You **must** also use information of your own.

(16)

(Total for Question 5 = 30 marks)

5 Dictatorship and conflict in the USSR, 1924–53

Study Extract E.

Extract E: From *a history of Russia*, published in 2008.

The Moscow Show Trials were the first time Stalin had placed well-known Communists on trial. Torture, sleep deprivation and questioning were continued relentlessly until the defendants confessed. Evidence was faked by the NKVD. In the second Show Trial, one of the defendants 'confessed' to murdering Kirov at a time when the defendant was already in prison. The Trials ruthlessly eliminated the last surviving Communists who could claim to have been close to Lenin. The Trials therefore removed those who had positions of authority that were independent of Stalin.

(a) What impression does the author give about Stalin's use of the Moscow Show Trials of 1936–38?

You **must** use Extract E to explain your answer.

(6)

(b) Explain **two** effects of Gosplan on industry in the Soviet Union in the years 1924–41.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The person with the strongest claim in the leadership struggle of 1924–29 was Trotsky.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Trotsky
- Stalin.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason for the Soviet Union's success in driving back the German invasion during the Second World War was Soviet war production.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- war production
- support from wartime allies.

You **must** also use information of your own.

(16)

(Total for Question 5 = 30 marks)

5 Dictatorship and conflict in the USSR, 1924–53

Study Extract E.

Extract E: From *A history of Russia*, published in 2008.

Stakhanov was portrayed as a remarkable example to all Russian workers. The message of the Stakhanovite movement was simple – work hard and you will be rewarded. Stakhanov himself was rewarded with one-month's wages, a new apartment with a telephone, and tickets to cinemas, clubs and holiday resorts. Meetings were organised at which workers were encouraged to be like Stakhanov. Industrial bosses kept records of production totals. Workers who exceeded their targets were rewarded with better living conditions and significant financial bonuses. Stakhanov's legend inspired workers across the USSR and in doing so increased the pace of production.

(a) What impression does the author give about the Stakhanovite movement?

You **must** use Extract E to explain your answer.

(6)

(b) Explain **two** effects of the German invasion during the Second World War on the Soviet Union.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the purges of the 1930s was Stalin's insecurity.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Stalin's insecurity
- Kirov's murder.

You **must** also use information of your own.

(16)

OR

(ii) 'In the years 1924–41, other than changes to people's working lives, the most significant changes to life in the Soviet Union were experienced by women.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- women's lives
- ethnic minorities.

You **must** also use information of your own.

(16)

(Total for Question 5 = 30 marks)

5 Dictatorship and conflict in the USSR, 1924–53

Study Extract E.

Extract E: From *A history of Russia*, published in 2001.

After the German invasion, the government quickly organised the widespread dismantling of factories in Western Russia. The huge effort of moving and rebuilding these factories in the Ural Mountains and further east was swiftly achieved. Alongside this, over 10 million people were evacuated to these areas to work in these factories. In 1942, the production of tanks and planes was greater than in 1941. New weapons flowed off the production lines. By 1943, the USSR produced more war materials than Germany, a vital part in the Soviet Union's victory against the German invasion.

(a) What impression does the author give about war production in the Soviet Union?

You **must** use Extract E to explain your answer.

(6)

(b) Explain **two** effects of the cult of personality on the Soviet Union.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for Stalin's success in the leadership struggle was the weaknesses of Trotsky.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Trotsky's weaknesses
- Stalin's position within the Communist Party.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant feature of Stalin's economic policies, in the years 1924–33, was industrialisation.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- industrialisation
- collectivisation.

You **must** also use information of your own.

(16)

(Total for Question 5 = 30 marks)

5 Dictatorship and conflict in the USSR, 1924–53

Study Extract E.

Extract E: From *A history of Stalin's Russia*, published in 1997.

Under Stalin, government policies towards family life tried to bring back more traditional values. This was an attempt to reverse the changes that had been encouraged in the 1920s. These had severely damaged family life in many parts of the USSR. Gangs of orphans and unwanted children had become a major problem in many cities. Some children had become beggars. Others had become thieves, who were often highly organised and violent. These problems led Stalin's government to introduce policies designed to improve family life. He decided that abortion, contraception and access to divorce should be restricted.

(a) What impression does the author give about family life under Stalin's government?

You **must** use Extract E to explain your answer.

(6)

(b) Explain **two** effects of the removal of the kulaks on the Soviet Union.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the Moscow Show Trials (1936–38) was to remove Stalin's rivals.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Stalin's rivals
- the cult of personality.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant feature of the Soviet Union's experience during the Second World War was the Battle of Stalingrad.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Battle of Stalingrad
- Soviet setbacks.

You **must** also use information of your own.

(16)

(Total for Question 5 = 30 marks)

5 Dictatorship and conflict in the USSR, 1924–53

Study Extract E.

Extract E: From a history of the modern world, published in 2016.

Stalin was a skilled politician, and he planned his bid for power carefully. He made great efforts to link himself to Lenin wherever possible. Stalin tricked Trotsky, who was away in southern Russia, by giving him the wrong date for Lenin's funeral. When Trotsky did not attend, Stalin could portray himself as chief mourner and Lenin's closest friend. Stalin also used his power within the Communist Party. He took on many boring but important jobs. He used these jobs to place his supporters into important posts and transfer supporters of his rivals to out-of-the-way positions.

(a) What impression does the author give about how Stalin was able to be successful in his leadership bid?

You **must** use Extract E to explain your answer.

(6)

(b) Explain **two** effects of Stalin's policies on ethnic minorities in the Soviet Union.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main consequence of collectivisation was changes to living conditions in the countryside.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- living conditions
- kulaks.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason for the setbacks experienced by the Soviet Union, in the years 1941–42, was the purge of the armed forces.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the purge of the armed forces
- Stalin's leadership.

You **must** also use information of your own.

(16)

(Total for Question 5 = 30 marks)

5 Dictatorship and conflict in the USSR, 1924–53

Study Extract E.

Extract E: From a history of Russia, published in 2016.

Under Stalin, factory discipline was strict and punishments were severe. Lateness or absences were punished by sacking and that often meant losing your flat or house as well. Some workers tried to move to other jobs to escape the hard work and hard discipline. As a result, the secret police introduced internal passports that prevented workers from moving around within the Soviet Union.

Workers particularly suffered on the major engineering projects and there were many deaths and accidents. It is estimated that 100,000 workers died in the construction of one single canal.

(a) What impression does the author give about working conditions in the Soviet Union?

You **must** use Extract E to explain your answer.

(6)

(b) Explain **two** effects of the German invasion on the Soviet Union during the Second World War.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for collectivisation, in the years 1928–41, was to remove the kulaks.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the kulaks
- industrialisation.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant method used to control political opposition to Stalin's rule in the 1930s and 1940s was NKVD terror.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- NKVD terror
- purges.

You **must** also use information of your own.

(16)

(Total for Question 5 = 30 marks)

SUB-TOPIC

GERMANY: DEVELOPMENT OF DICTATORSHIP, 1918–45

16 questions in this booklet

3 Germany: development of dictatorship, 1918–45

Study Extract C.

Extract C: From *A History of Germany*, published in 2000.

At the end of 1922, the French took the law into their own hands and occupied the Ruhr, with Belgian support. French engineers, backed by 60,000 French and Belgian soldiers, were sent into the Ruhr to maintain the production of coal. The French and Belgian authorities arrested mine owners. They expelled Germans working in a number of non-essential industries from the area. French soldiers savagely beat German workers and even executed some of them. The whole of Germany was outraged by the occupation.

(a) What impression does the author give about the French occupation of the Ruhr?

You **must** use Extract C to explain your answer.

(6)

(b) Explain **two** effects of the Locarno Treaties on Germany.

(8)

Answer EITHER (c)(i) OR (c)(ii)

EITHER

(c) (i) 'Party reorganisation was the main reason why the Nazi Party survived in the years 1924–28.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Party reorganisation
- the impact of the Munich Putsch.

You **must** also use information of your own.

(16)

OR

(c) (ii) 'It was Nazi employment policies that had the most significant impact on German families in the years 1933–39.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Nazi employment policies
- Nazi education policies.

You **must** also use information of your own.

(16)

(Total for Question 3 = 30 marks)

3 Germany: development of dictatorship, 1918–45

Study Extract C.

Extract C: From *Germany 1858–1990,* published in 2001.

Hitler believed he could overthrow the Weimar government by leading a *putsch*. However, Hitler's impatience, poor planning and poor organisation led to failure. He had overestimated support for an uprising. Crucially, Hitler could not rely on the total support of the Bavarian army. Moreover, Hitler had gone too far to be able to stop the *putsch*, having already worked his supporters up to fever-pitch excitement. What followed was a disaster for the Nazis. Sixteen Stormtroopers were killed, Hitler was sent to prison and the Nazi Party was banned.

(a) What impression does the author give about the failure of the Munich Putsch?

You **must** use Extract C to explain your answer.

(6)

(b) Explain **two** effects of the French occupation of the Ruhr on Germany.

(8)

Answer EITHER (c)(i) OR (c)(ii)

EITHER

(c) (i) 'The Reichstag Fire was the main reason why the Nazis were able to set up a dictatorship in the years 1933–34.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Reichstag Fire
- the Enabling Act.

You **must** also use information of your own.

(16)

OR

(c) (ii) 'Allied bombing had the most significant impact on the German home front during the Second World War.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Allied bombing
- rationing.

You **must** also use information of your own.

(16)

(Total for Question 3 = 30 marks)

3 Germany: development of dictatorship, 1918–45

Study Extract C.

Extract C: From *A History of Germany* published in 2000.

The bomb plot of July 1944 failed because of a series of factors. The wooden building in which the bomb exploded surprisingly limited the impact of the explosion. During the briefing the bomb was unluckily moved away from where Hitler was. Hitler was partly shielded from the impact of the blast by the leg of an oak table. Also, the conspirators were unable to communicate successfully with each other. The failure of the July bomb plot showed the difficulties of trying to overthrow the regime.

(a) What impression does the author give about the July Bomb Plot (1944)?

You **must** use Extract C to explain your answer.

(6)

(b) Explain **two** effects of the work of Gustav Stresemann on Germany in the years 1923–29.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The most significant challenge to the Weimar Republic, in the years 1919–23, came from uprisings by the Right.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- uprisings by the Right
- the Spartacist uprising.

You **must** also use information of your own.

(16)

OR

(ii) 'The use of intimidation and violence, in the years 1928–33, was the main reason for Nazi success.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- intimidation and violence
- propaganda.

You **must** also use information of your own.

(16)

(Total for Question 3 = 30 marks)

3 Germany: development of dictatorship, 1918–45

Study Extract C.

Extract C: From *A History of Germany* published in 2001.

The years 1924–29 were 'golden years'. With money flowing in from America in the form of both long and short term loans, the economy was prospering. Public work schemes provided new modern stadiums, apartment blocks and opera houses. New welfare schemes tackled poverty and provided the unemployed with help. Wages significantly increased and working hours were regulated. There was even a drop in the number of strikes. Industrial production boomed and, by 1927, Germany was producing goods at an impressive rate.

(a) What impression does the author give about Germany in the years 1924–29?

You **must** use Extract C to explain your answer.

(6)

(b) Explain **two** effects of the Nuremberg Laws (1935) on the lives of Jews living in Germany.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason why the Treaty of Versailles was hated by many Germans was that it weakened Germany's military strength.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Germany's military strength
- reparations.

You **must** also use information of your own.

(16)

OR

(ii) 'The main problem facing the Nazi Government in Germany and the occupied territories, in the years 1939–45, was opposition to Hitler's rule.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- opposition to Hitler's rule
- allied bombing.

You **must** also use information of your own.

(16)

(Total for Question 3 = 30 marks)

3 Germany: development of dictatorship, 1918–45

Study Extract C.

Extract C: From *A History of Germany*, published in 2000.

The Nazis' attempt to force all women back into the home was weak and was not achieved. The number of women in all types of jobs significantly increased, because Germany's economic recovery created more opportunities. By 1939, the shortage of workers was a serious problem. This led to even more women returning to work. Overall, the Nazis' lack of decisive action and their half-hearted approach to the employment of women meant that very few women were actually forced to give up work.

(a) What impression does the author give about Nazi policies towards women in employment?

You **must** use Extract C to explain your answer.

(6)

(b) Explain **two** effects of Allied bombing on Germany during the Second World War.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'Hyperinflation was the main reason why the Weimar Republic was weak in the years 1919–23.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- hyperinflation
- the Weimar Constitution.

You **must** also use information of your own.

(16)

OR

(ii) 'The main impact of the Great Depression on Germany, in the years 1929–33, was economic problems.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- economic problems
- support for the Communist Party.

You **must** also use information of your own.

(16)

(Total for Question 3 = 30 marks)

3 Germany: development of dictatorship, 1918–45

Study Extract C.

Extract C: From *A History of Germany*, published in 2000.

The politicians of the Weimar Republic had no choice but to sign the Treaty of Versailles, even though there was little support for it amongst the German people. Von Hindenburg was advising a committee of the German Parliament about the treaty. Even he said it was shameful and should not be signed. The signing of the treaty was seen by many Germans as 'anti-patriotic' and as a 'stab in the back'. These accusations were widely accepted and this significantly damaged the Republic's reputation.

(a) What impression does the author give about reactions to the Treaty of Versailles?

You **must** use Extract C to explain your answer.

(6)

(b) Explain **two** effects of the Munich Putsch on the Nazi Party in the years 1923–28.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the recovery of Germany, in the years 1924–29, was successes abroad.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- successes abroad
- the Dawes Plan.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant method of control used by the Nazis in Germany, in the years 1933–39, was censorship.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- censorship
- police state.

You **must** also use information of your own.

(16)

(Total for Question 3 = 30 marks)

3 Germany: development of dictatorship, 1918–45

Study Extract C.

Extract C: From *A History of Germany,* published in 1996.

The Weimar Constitution was, in many ways, a reflection of the problems that existed in German society. It was a mixed-up collection of different political ideas. It was doomed from the start because there was so much confusion about what it hoped to achieve. Although it was one of the most democratic documents in the world in 1919, it was doubtful whether such a democratic constitution could work. The German population was not in any way ready for a system of government that was decided by the people.

(a) What impression does the author give about the Weimar Constitution?

You **must** use Extract C to explain your answer.

(6)

(b) Explain **two** effects of Nazi rule on the Churches in the years 1933–39.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the Nazi rise to power, in the period July 1932 to March 1933, was the role of President von Hindenburg.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- President von Hindenburg
- the Reichstag election, July 1932.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant impact of the Second World War on the German home front was on the role of women.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the role of women
- the allied bombing.

You **must** also use information of your own.

(16)

(Total for Question 3 = 30 marks)

3 Germany: development of dictatorship, 1918–45

Study Extract C.

Extract C: From *A History of Germany*, published in 2000.

Stresemann's international policies were aimed at restoring Germany's position as a European power but achieved nothing. The Locarno Treaties benefitted only the French. Membership of the League of Nations actually weakened Germany. Stresemann's actions did nothing to change the fact that Germany was still regarded as a minor European power. Even the proposed Young Plan succeeded only in making Hitler better known as a politician. Stresemann's international policies never won the support of most Germans and failed to restore German pride.

(a) What impression does the author give about Stresemann's international policies in the years 1924–29?

You **must** use Extract C to explain your answer.

(6)

(b) Explain **two** effects of the Second World War on the German Home Front in the years 1939-45.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The French occupation of the Ruhr was the main reason why the Weimar Republic had problems in the years 1919–23.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the French occupation of the Ruhr
- reactions to the Treaty of Versailles.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant impact of Nazi policies towards German people, in the years 1933–39, was on the Jews.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Nazi policies towards the Jews
- Nazi policies towards the young.

You **must** also use information of your own.

(16)

(Total for Question 3 = 30 marks)

3 Germany: development of dictatorship, 1918–45

Study Extract C.

Extract C: From *A History of Germany* published in 2000.

The unsuspecting victims of this night of terror, known as the Night of the Long Knives, were the leaders of the SA, Hitler's own storm troopers. Now in power, Hitler felt that he no longer needed them. The dazed SA leaders were savagely pulled from their beds, taken to Nazi headquarters and gunned down in cold blood. The leader of the SA, Röhm, was one of those killed in the slaughter. Hitler proudly defended these extreme actions to the Reichstag and took full responsibility.

(a) What impression does the author give about the Night of the Long Knives (1934)?

You **must** use Extract C to explain your answer.

(6)

(b) Explain **two** effects of the German Revolution (1918–19) on Germany.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the recovery of Germany, in the years 1924–29, was US loans.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- US loans
- the Locarno Treaties.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant impact of the Great Depression on Germany, in the years 1929–33, was increased support for the Nazis.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- support for the Nazis
- unemployment.

You **must** also use information of your own.

(16)

(Total for Question 3 = 30 marks)

3 Germany: development of dictatorship, 1918–45

Study Extract C.

Extract C: From *A History of Germany,* published in 1991.

The leaders of the Social Democratic Party (SDP) hoped that the Kaiser would abdicate his leadership of Germany. The Kaiser did not accept that he had to abdicate. So, on 7 November 1918, the party leaders adopted a stronger approach. They threatened to withdraw support from the government unless the Kaiser abdicated within twenty-four hours. The leaders of the SDP had concluded that abdication was the only way of avoiding a bloody civil war. They threatened to call a general strike of workers unless the Kaiser abdicated, which he did on 9 November 1918.

(a) What impression does the author give about the abdication of the Kaiser in 1918?

You **must** use Extract C to explain your answer.

(6)

(b) Explain **two** effects of Nazi rule on education in Germany in the years 1933–39.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The role of von Hindenburg was the main reason why Hitler became Chancellor of Germany in January 1933.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- von Hindenburg
- Nazi propaganda.

You **must** also use information of your own.

(16)

OR

(ii) 'In the years 1939–45, the most significant feature of war on the Home Front in Germany and the occupied territories was Nazi policies towards Jews.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Nazi policies towards Jews
- rationing.

You **must** also use information of your own.

(16)

(Total for Question 3 = 30 marks)

3 Germany: development of dictatorship, 1918–45

Study Extract C.

Extract C: From a history of Germany, published in 2015.

During the years 1933–39, many Germans refused to give their total support to the Nazi government. This was shown by the fact that some people left the Nazi Party. Other people refused to give the 'Heil Hitler' greeting and salute. Some German people protested against Nazi control of schools and churches. Some told jokes about the Führer, while others listened to foreign radio stations or danced to American jazz music. Widespread complaining among the German people showed that many Germans did not always fully support the Nazi regime.

(a) What impression does the author give about Nazi rule in the years 1933–39?

You **must** use Extract C to explain your answer.

(6)

(b) Explain **two** effects of the Second World War on the role of women in Germany.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason why the Treaty of Versailles was disliked by many Germans was that Germany had to pay reparations.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- reparations
- the loss of land.

You **must** also use information of your own.

(16)

OR

(ii) 'The main achievement of Stresemann, in the years 1924–29, was the Locarno Treaties.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Locarno Treaties
- the Dawes Plan.

You **must** also use information of your own.

(16)

(Total for Question 3 = 30 marks)

3 Germany: development of dictatorship, 1918–45

Study Extract C.

Extract C: From *A history of Germany*, published in 2000.

During 1918 and 1919, German workers were angered by economic problems. In the industrial areas of Germany, there were many protests and uprisings. However, the wave of protests was uncoordinated and did not lead to the changes that workers wanted. The Spartacists were few in number, poorly organised and easily crushed by the *Freikorps*. The Communist Party lacked strong leadership, a clear strategy and a tightly organised structure. They also lacked support and commitment. Eventually, a mixture of government armed force and promises defeated the unrest.

(a) What impression does the author give about protest in Germany in the years 1918–19?

You **must** use Extract C to explain your answer.

(6)

(b) Explain **two** effects of the Great Depression on Germany in the years 1929–33.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The most significant method of control used by the Nazis in Germany, in the years 1933–39, was the use of propaganda.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- propaganda
- the Gestapo.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason for the weakening of the Third Reich, in the years 1939–45, was the growth of opposition to Hitler'.

How far do you agree? Explain your answer.

You may use the following in your answer:

- opposition to Hitler
- allied bombing of Germany.

You **must** also use information of your own.

(16)

(Total for Question 3 = 30 marks)

3 Germany: development of dictatorship, 1918–45

Study Extract C.

Extract C: From *A history of Germany*, published in 1999.

Bombing by Allied aircraft destroyed homes in Germany, forcing many Germans to live in cellars. There they suffered from the effects of dirty, rat-infested, living conditions. Rations were severely cut as food had become scarce and there were major difficulties in food distribution. In many towns there was illegal trading in scarce goods, which were sold at very high prices to those who could afford them. The law was extended so that people could be executed for spreading rumours, talking of defeat and listening to foreign radio broadcasts.

(a) What impression does the author give about life on the German Home Front during the Second World War?

You **must** use Extract C to explain your answer.

(6)

(b) Explain **two** effects of Nazi Party reorganisation, in the years 1924–28, on the Nazi Party.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'In the years 1919–23, the most significant challenge to the Weimar Republic came from the Spartacist uprising.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Spartacist uprising (1919)
- the Kapp Putsch (1920).

You **must** also use information of your own.

(16)

OR

(ii) 'The Enabling Act was the main reason why the Nazis were able to set up a dictatorship in Germany in the years 1933–34.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Enabling Act (1933)
- the death of President von Hindenburg (1934).

You **must** also use information of your own.

(16)

(Total for Question 3 = 30 marks)

3 Germany: development of dictatorship, 1918–45

Study Extract C.

Extract C: From *A history of Germany*, published in 2019.

On 5 January 1919, the Spartacists attempted an armed take-over of Berlin. However, they had no clear plan for seizing power. With the uprising at its peak, the Spartacist leader, Liebknecht, and his 53-person revolutionary committee hesitated. Rather than pushing forward to demand the overthrow of Ebert's newly formed government, Liebknecht went back to an office to write newspaper articles. Meanwhile, the government resisted this radical revolution. It called on the *Freikorps* that, equipped with machine guns and flamethrowers, easily crushed the Spartacists in a series of street battles.

(a) What impression does the author give about the Spartacist uprising in 1919?

You **must** use Extract C to explain your answer.

(6)

(b) Explain **two** effects of the Second World War on the German Home Front in the years 1939–45.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'In the years 1923–28, the main reason for the growth of the Nazi Party was the impact of the Munich Putsch.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Munich Putsch (1923)
- Nazi Party re-organisation (1924–28).

You **must** also use information of your own.

(16)

OR

(ii) 'In the years 1933–39, the Nazi policies that had the greatest impact on German people were policies towards women.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Nazi policies towards women
- Nazi policies towards Catholics.

You **must** also use information of your own.

(16)

(Total for Question 3 = 30 marks)

3 Germany: development of dictatorship, 1918–45

Study Extract C.

Extract C: From a history of Germany, published in 2017.

The Great Depression after 1929, brought about a massive economic crisis for the Weimar Republic, which it found difficult to deal with. Within the government there was little agreement about how to tackle growing unemployment and the desperate poverty that many Germans were now experiencing. All that Brüning's reduction of government spending achieved was to lose him the support of the unemployed. He earned the nickname 'hunger chancellor'. Little was done to prevent banks from collapsing. The government's problems helped the violent extremist parties, who had success in regional and national elections.

(a) What impression does the author give about the response of the Weimar Government to the Great Depression?

You **must** use Extract C to explain your answer.

(6)

(b) Explain **two** effects of the Reichstag Fire on the Nazi Party.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'Hyperinflation was the main reason why the governments of the Weimar Republic had problems in the years 1919-23.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- hyperinflation
- the Treaty of Versailles.

You **must** also use information of your own.

(16)

OR

(ii) 'During the Second World War the most significant impact on the German Home Front came from Allied bombing.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Allied bombing
- rationing.

You **must** also use information of your own.

(16)

(Total for Question 3 = 30 marks)

3 Germany: development of dictatorship, 1918–45

Study Extract C.

Extract C: From a history of Germany, published in 2000.

When the Weimar Constitution was introduced in 1919, many of its main features were not accepted by the German people. There was concern about the introduction of proportional representation and parliamentary government. The content of the Constitution was the result of a compromise between only three of the 10 political parties in the National Assembly. Therefore, the German people believed the Constitution had limited support and was unrepresentative. The Constitution led to the formation of coalition and minority governments that did not last very long.

(a) What impression does the author give about the Weimar Constitution?

You **must** use Extract C to explain your answer.

(6)

(b) Explain **two** effects of the Allied bombing campaigns on Germany during the Second World War.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'In the years 1923–29, the main reason for the recovery of Germany was the Locarno Treaties.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Locarno Treaties (1925)
- the *Rentenmark* (1923).

You **must** also use information of your own.

(16)

OR

(ii) 'In the years 1933–39, it was Nazi education policies that had the most significant impact on the lives of the German people.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Nazi education policies
- Nazi policies to reduce unemployment.

You **must** also use information of your own.

(16)

(Total for Question 3 = 30 marks)

SUB-TOPIC

SOUTH AFRICA: FROM UNION TO THE END OF APARTHEID, 1948–94

16 questions in this booklet

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

Study Extract H.

Extract H: From *The Twentieth Century World*, published in 1998.

Botha's reforms did not work. Black Africans wanted equality, not a few changes. In 1983 the United Democratic Front (UDF) was set up to campaign against apartheid, and included many Whites. There was also opposition to the government from white extremists such as the AWB, which violently opposed any changes to the apartheid system.

As a result of Botha's reforms rioting became increasingly common, and divisions within the Black community also became evident. In places this led to horrific murders. Some areas of the country became almost ungovernable and Botha was forced to declare a state of emergency.

(a) What impression does the author give about the consequences of PW Botha's reforms?

You **must** use Extract H to explain your answer.

(6)

(b) Explain **two** effects of the Pass System on the black population.

(8)

Answer EITHER (c)(i) OR (c)(ii)

EITHER

(c) (i) 'In the years 1955–78, the ANC provided the most significant resistance to apartheid.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the ANC
- Black Consciousness.

You **must** also use information of your own.

(16)

OR

(c) (ii) 'The main reason for the repeal of apartheid in 1991 was the role played by FW de Klerk.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- FW de Klerk
- the impact of international opposition.

You **must** also use information of your own.

(16)

(Total for Question 8 = 30 marks)

8 South Africa from union to apartheid, 1948–94

Study Extract H.

Extract H: From *South Africa 1948–2000*, published in 2001.

Hendrik Verwoerd's impossible plans for South Africa's future were seriously harmful. As far as the blacks were concerned, he was evil. Verwoerd was keen to appear to improve the image of apartheid in the eyes of the world. His solution was to offer to the blacks the apparent chance to develop as they wanted in their homelands, separately from the whites. These homelands could become completely independent nations, nicknamed 'Bantustans', but no other nations recognised them as independent states. They were far too small, with little economic or social strength.

(a) What impression does the author give about Verwoerd's policy of creating Bantustans?

You **must** use Extract H to explain your answer.

(6)

(b) Explain **two** effects of de Klerk's reforms on South Africa.

(8)

Answer EITHER (c)(i) OR (c)(ii)

EITHER

(c) (i) 'The policies put forward by the Nationalists were the main reason why they took power in 1948.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the policies put forward by the Nationalists
- the electoral system.

You **must** also use information of your own.

(16)

OR

(c) (ii) 'The most significant opposition to apartheid in the years 1978–90 came from church leaders.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- opposition from church leaders
- the United Democratic Front (UDF).

You **must** also use information of your own.

(16)

(Total for Question 8 = 30 marks)

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

Study Extract H.

Extract H: From *South Africa 1948–2000,* published in 2001.

By 1949, the African and Indian political leaders had become convinced that they must work together against their common enemy, the Nationalist government. At the same time, the Youth Leaguers within the ANC were growing impatient; they forced the ANC leader, who disliked mass action, to resign. The Youth League leaders, who were now in control, decided on a programme of action – strikes, demonstrations and non-cooperation with the government. A National Day of Protest in June 1950 was an early example of this more fiery resistance.

(a) What impression does the author give about resistance to the Nationalist Government?

You **must** use Extract H to explain your answer.

(6)

(b) Explain **two** effects of the Bantu Self-Government Act (1959) on South Africa.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the growth of resistance to apartheid, in the years 1955–78, was the development of Black Consciousness.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Black Consciousness
- Sharpeville.

You **must** also use information of your own.

(16)

OR

(ii) 'The main consequence of Botha's reforms was the increase in Afrikaner resistance.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Afrikaner resistance
- the State of Emergency.

You **must** also use information of your own.

(16)

(Total for Question 8 = 30 marks)

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

Study Extract H.

Extract H: From *South Africa 1948–2000*, published in 2001.

Verwoerd's policies were astonishingly narrow-minded. He ignored the obvious unfairness of just 13 per cent of the land being for 70 per cent of the population. With the black population increasing, his hope for 'whiter' cities was a fantasy. The country's growing manufacturing industries needed a well-educated and well-trained black workforce living close to their factories. Yet, as the Minister responsible for the Bantu Education Act, he declared that there was no point educating Bantu children above the level needed for certain forms of labour. Verwoerd refused to face the realities of South Africa's economic and population growth.

(a) What impression does the author give about Verwoerd's policies?

You **must** use Extract H to explain your answer.

(6)

(b) Explain **two** effects of the anti-pass law demonstrations (1959) on South Africa.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason why resistance to apartheid developed, in the years 1948–54, was hostility to the Group Areas Act.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Group Areas Act (1950)
- the Population Registration Act (1950).

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant individual in dismantling apartheid, in the years 1990–94, was Nelson Mandela.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Nelson Mandela
- FW de Klerk.

You **must** also use information of your own.

(16)

(Total for Question 8 = 30 marks)

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

Study Extract H.

Extract H: From *A History of South Africa 1948–2000,* published in 2001.

After the Freedom Charter was issued by various groups opposing apartheid, the government soon fought back. 156 people were arrested and charged with high treason in 1956. They included most of the leaders of the ANC and of the Indian community. Government lawyers tried repeatedly to prove that the Freedom Charter was communist, and that those arrested were planning a violent revolution. The government lawyers lacked the evidence to make their case. Charges against many of those accused were dropped early on. After five years, the rest of those who had been unfairly accused were released, without charge.

(a) What impression does the author give about the case against those on trial for treason?

You **must** use Extract H to explain your answer.

(6)

(b) Explain **two** effects of the Bantu Education Act (1953) on South Africa.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main consequence of the Nationalist Party's victory in the 1948 elections, in the years before 1953, was geographical segregation.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- geographical segregation
- prohibitions on mixed marriages.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason why apartheid was reformed, in the years 1978–91, was the roles of the individual presidents, PW Botha and FW de Klerk.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- PW Botha and FW de Klerk
- international opposition to apartheid.

You **must** also use information of your own.

(16)

(Total for Question 8 = 30 marks)

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

Study Extract H.

Extract H: From *A History of the 20th Century,* published in 2015.

In the 1948 election campaign the National Party encouraged fear of the 'black danger'. The Party opposed 'flooding' of African people into the cities, where they competed for jobs with whites. In the countryside, the National Party emphasised concerns that African workers were streaming to the cities and creating a labour shortage for farmers. The Party also spread fears of sexual relations between people of different colours. They also accused the United Party of being sympathetic to black people, and of failing to control these dangers. Due to the National Party's campaign, the racial issue was growing more intense.

(a) What impression does the author give about the National Party's campaign in the 1948 election?

You **must** use Extract H to explain your answer.

(6)

(b) Explain **two** effects of Nelson Mandela on South Africa in the years 1990–94.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The most significant aspect of the development of the apartheid system in the years 1950–59 was the Population Registration Act (1950)'.

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Population Registration Act (1950)
- the Bantu Self-Government Act (1959).

You **must** also use information of your own.

(16)

OR

(ii) 'The reforms of PW Botha were the main reason why unrest increased in South Africa in the years 1978–90.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Botha's reforms
- international opposition to apartheid.

You **must** also use information of your own.

(16)

(Total for Question 8 = 30 marks)

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

Study Extract H.

Extract H: From *A History of South Africa since 1948*, published in 2000.

De Klerk did not seem like someone who would make changes to apartheid policies. He was a lifelong National Party member and a strong believer in racial separation. Yet in his first speech to Parliament in February 1990, he set out drastic changes that abandoned years of apartheid policies. He made changes because he had to, in order to bring law and order back to South Africa. The country was on the verge of civil war and the government could not regain full control. The economy was in deep trouble and would only get worse if nothing was done.

(a) What impression does the author give about de Klerk's abandoning of apartheid?

You **must** use Extract H to explain your answer.

(6)

(b) Explain **two** effects of PW Botha's reforms on South Africa.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The most significant development in the apartheid system, in the years 1948–54, was geographical segregation.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- geographical segregation
- the Population Registration Act (1950).

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason why the apartheid system came under threat, in the years 1955–78, was international opposition.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- international opposition
- the ANC.

You **must** also use information of your own.

(16)

(Total for Question 8 = 30 marks)

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

Study Extract H.

Extract H: From *A History of Twentieth Century South Africa*, published in 2001.

Unrest was spreading nationally in 1985, and began to achieve its aim of making the country ungovernable. Militant youths were on the move, jog-trotting in large groups through the streets, making their cause harder to ignore. Government offices, police stations, and shops were burnt in the townships. In response, Botha moved large numbers of troops into the townships. Conflict worsened as the larger weapons of the authorities were countered by street barricades and petrol bombs. In a terrifying incident, captured on film in Cape Town, police hid themselves on a lorry, waited till they had been stoned, and then shot their attackers.

(a) What impression does the author give about the situation in the townships?

You **must** use Extract H to explain your answer.

(6)

(b) Explain **two** effects of the Nationalist election victory in 1948 on South Africa.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the growth of resistance to apartheid in the years 1955–78 was the work of the ANC.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the ANC
- Sharpeville.

You **must** also use information of your own.

(16)

OR

(ii) 'FW de Klerk made the most significant contribution to the dismantling of apartheid in the years 1990–94.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- FW de Klerk
- the ANC.

You **must** also use information of your own.

(16)

(Total for Question 8 = 30 marks)

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

Study Extract H.

Extract H: From *A History of South Africa since 1948*, published in 2000.

Although Afrikaners were a majority of the whites in South Africa, 1948 was the first time they succeeded in forming a real Afrikaner government. There was a sense of surprise throughout South Africa when the Nationalists unexpectedly won the general election of May 1948. Their majority over the United Party was tiny but they now fully controlled the country. Dr Daniel Malan became Prime Minister, and appointed a cabinet made up entirely of Afrikaners. The Nationalist victory was a shock. It emphasised that there was a new ruling party and blacks would now be kept under control.

(a) What impression does the author give about the Nationalist victory of 1948?

You **must** use Extract H to explain your answer.

(6)

(b) Explain **two** effects of Hendrik Verwoerd's policies on South Africa.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason why the State of Emergency was put in place, in the years 1985–90, was PW Botha's policies.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- PW Botha's policies
- township unrest.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant act undertaken in the dismantling of apartheid, in the years 1990–94, was the release of Nelson Mandela.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Nelson Mandela
- repeal of apartheid laws.

You **must** also use information of your own.

(16)

(Total for Question 8 = 30 marks)

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

Study Extract H.

Extract H: From *A History of South Africa since 1948*, published in 2000.

When the ban on the ANC was lifted in 1990, it had only a tiny, secret membership. In spite of this, it was trying to become the majority party in South Africa. The ANC hoped to recruit 2 million members by 1992 but failed significantly to achieve this. Young, angry blacks were unsure if the ANC was militant enough for them. Yet, at the same time, Mandela struggled to control the militants within the ANC. Often his call for non-violence was not listened to, especially when ANC members were being regularly attacked by Inkatha (the Zulu organisation) and the police.

(a) What impression does the author give about the situation faced by the ANC after it was unbanned in 1990?

You **must** use Extract H to explain your answer.

(6)

(b) Explain **two** effects of the State of Emergency (1985–90) on South Africa.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for opposition to apartheid, in the years 1955–78, was the Sharpeville massacre.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Sharpeville
- international reaction.

You **must** also use information of your own.

(16)

OR

(ii) 'In the years 1950–59, the main consequence of the apartheid laws was an increase in geographical segregation.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- geographical segregation
- changes to education.

You **must** also use information of your own.

(16)

(Total for Question 8 = 30 marks)

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

Study Extract H.

Extract H: From a history of Africa, published in 2000.

When the South African government created the Bantustans, government money was used to offer tremendous incentives to white businesses to invest in the Bantustans. The rulers of the Bantustans had big salaries and plentiful opportunities to make more money. However, very few jobs were created for the black workers who lived there. Life for people in the Bantustans was tough, with poverty, disease and malnutrition. In the midst of a country whose white population had one of the highest standards of living in the world, the majority in the Bantustans lived like people in the poorest countries in the world.

(a) What impression does the author give about the impact the Bantustans had on South Africans?

You **must** use Extract H to explain your answer.

(6)

(b) Explain **two** effects of Nelson Mandela's release from prison in 1990 on South Africa.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason why the Nationalists won the 1948 election was that they proposed to introduce apartheid.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- apartheid
- the United Party.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant feature of Botha's rule in South Africa (1978–90) was the increase in violent resistance.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the increase in violent resistance
- Botha's reforms.

You **must** also use information of your own.

(16)

(Total for Question 8 = 30 marks)

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

Study Extract H.

Extract H: From *A history of South Africa*, published in 2000.

At last, boycotts and sanctions had begun to take effect in a major way. As things in South Africa deteriorated in the 1980s, business leaders lost confidence in Botha. US bankers had had enough. Banks and international businesses gave way to years of pressure from their shareholders and withdrew from South Africa. Important South African business leaders began to meet with the ANC. The international value of the rand sank by 35 per cent. White South Africans suffered: their incomes fell sharply. They could not travel abroad or buy imported goods so easily.

(a) What impression does the author give about the impact of international boycotts and sanctions on South Africa?

You **must** use Extract H to explain your answer.

(6)

(b) Explain **two** effects of the Bantu Self-Government Act (1959) on South Africa.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for resistance to the Nationalist Government, in the years 1948–54, was the Population Registration Act (1950).'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Population Registration Act (1950)
- the Group Areas Act (1950).

You **must** also use information of your own.

(16)

OR

(ii) 'In the years 1955–78, Black Consciousness provided the most significant resistance to apartheid.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Black Consciousness
- the ANC.

You **must** also use information of your own.

(16)

(Total for Question 8 = 30 marks)

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

Study Extract H.

Extract H: From *A history of South Africa*, published 2015.

From 1950, a series of Group Areas Acts had a major effect on black communities within the cities. The Acts gave the authorities powers to force out Coloured, Indian or African people who owned or rented houses, shops or businesses from areas close to city centres. The result was that the central parts of cities and their suburbs were then very largely in white ownership. Sophiatown in Johannesburg and District Six in Cape Town were examples of such areas that were emptied. Such examples have become symbols of the cruelties and harsh urban changes the Acts led to.

(a) What impression does the author give about the impact of the Group Areas Acts on South Africa?

You **must** use Extract H to explain your answer.

(6)

(b) Explain **two** effects of Black Consciousness on South Africa.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main consequence of Botha's reforms, in the years 1978–90, was an increase in opposition amongst Afrikaners.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Afrikaner opposition
- the State of Emergency (1985–90).

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason for the repeal of apartheid (1991) was the role played by FW de Klerk.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- FW de Klerk
- international opposition.

You **must** also use information of your own.

(16)

(Total for Question 8 = 30 marks)

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

Study Extract H.

Extract H: From *A history of South Africa*, published 2001.

Political negotiations in the early 1990s led to widespread changes. Large companies speeded up recruitment of black people. Black people were able to use more hospitals. Universities accepted more black students. Many white South Africans began to discover that they had things in common with people of other races. The media, especially television, began to reflect black hopes and to encourage a more inclusive South African identity. More churches de-racialised. Church figures such as Archbishop Tutu emphasised a shared understanding of Christian prayer, biblical stories and forgiveness. Supermarkets also gave a wider range of people access to a consumer society.

(a) What impression does the author give about South African society during the dismantling of apartheid?

You **must** use Extract H to explain your answer.

(6)

(b) Explain **two** effects of the work of the ANC on resistance to apartheid in the years 1955–78.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The most significant development in the apartheid system, in the years 1948–54, was the Pass Laws (1952).'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Pass Laws (1952)
- the Population Registration Act (1950).

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason why opposition grew in South Africa, in the years 1978–90, was the reforms of PW Botha.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Botha's reforms
- the ANC.

You **must** also use information of your own.

(16)

(Total for Question 8 = 30 marks)

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

Study Extract H.

Extract H: From a history of South Africa, published in 2014.

The ANC leadership tried unsuccessfully to manage protesters in the early 1950s. The Defiance Campaign provided an opportunity for people to express their deep frustrations. When extensive rioting broke out in several areas, the ANC called off the national campaign, fearing that the anger of the people was getting out of hand. This was shown when police opened fire on a meeting in November 1952. Around 250 black people were massacred, far more than the official death toll of nine. The ANC emphasised that the rioters and lawless youths were not part of its organisation.

(a) What impression does the author give about resistance to apartheid in the early 1950s?

You **must** use Extract H to explain your answer.

(6)

(b) Explain **two** effects of de Klerk's reforms on South Africa in the 1990s.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason for the growth of resistance to apartheid, in the years 1955–78, was the role played by the ANC.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the ANC
- Black Consciousness.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant opposition to apartheid, in the years 1978–90, came from the United Democratic Front (UDF).'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the UDF
- the ANC.

You **must** also use information of your own.

(16)

(Total for Question 8 = 30 marks)

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

Study Extract H.

Extract H: From a history of South Africa, published in 2023.

By 1971, the impact of Black Consciousness had grown well beyond university campuses. Former student leaders established a new wing of their organisation to spread the ideas of Black Consciousness across South African society. This was called the Black People's Convention (BPC). By the end of 1972, it had about 40 branches. As a result, black church leaders, artists, workers' groups and others were increasingly involved in controversial issues about race and South African society. In 1973, some leaders of the movement were banned. Despite this, prominent supporters of Black Consciousness became more outspoken and courageous in defying white supremacy.

(a) What impression does the author give about Black Consciousness?

You **must** use Extract H to explain your answer.

(6)

(b) Explain **two** effects of the Bantu Self-Government Act (1959) on South Africa.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main reason why resistance to apartheid developed, in the years 1948–54, was hostility to the Group Areas Act (1950).'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Group Areas Act (1950)
- prohibitions on mixed marriages.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant contribution to the dismantling of apartheid, in the years 1990–94, was made by FW de Klerk.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- FW de Klerk
- Nelson Mandela.

You **must** also use information of your own.

(16)

(Total for Question 8 = 30 marks)

SUB-TOPIC

THE FRENCH REVOLUTION, C1780–99

16 questions in this booklet

1 The French Revolution, c1780–99

Study Extract A.

Extract A: From *The French Revolution*, published in 1982.

Throughout the autumn and winter of 1793 the Convention carried out the Terror without stopping. The Committee of Public Safety insisted that the Terror was vitally necessary to stamp out both royalists and federalists during a time of crisis in the Revolution. As the blade of the dreaded guillotine fell, nearly 14,000 executions took place on the instructions of fanatical and savage revolutionaries. Many people went to bed in constant fear of death. Thousands of innocent people suffered unnecessarily, many sentenced on the strength of dubious evidence given by people who were either jealous or seeking revenge.

(a) What impression does the author give about the Terror in France?

You **must** use Extract A to explain your answer.

(6)

(b) Explain **two** effects of the Enlightenment on France in the years 1780–87.

(8)

Answer EITHER (c)(i) OR (c)(ii)

EITHER

(c) (i) 'The war with Austria and Prussia was the main reason for the failure of the constitutional monarchy in France in the years 1791–92.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the war with Austria and Prussia
- the King's flight to Varennes.

You **must** also use information of your own.

(16)

OR

(c) (ii) 'Before 1799, the Directory's main achievement was in dealing with internal threats.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- dealing with internal threats
- dealing with the economy.

You **must** also use information of your own.

(16)

(Total for Question 1 = 30 marks)

1 The French Revolution, c1780–99

Study Extract A.

Extract A: From *A History of the French Revolution*, published in 2002.

Despite Louis's plans being made in secret, his attempted escape was not successful. He only reached Varennes before he was brought back to Paris in disgrace. As a consequence of his actions Parisians began to talk, for the first time, of the idea of a republic. The king had shown his unreliability and a 'constitutional monarchy' was now unworkable. The Assembly voted to suspend the authority of the king and many petitions were sent to the Assembly, demanding the king be removed and put on trial.

(a) What impression does the author give about the impact of Louis's flight to Varennes?

You **must** use Extract A to explain your answer.

(6)

(b) Explain **two** effects of France's involvement in the American War of Independence on France.

(8)

Answer EITHER (c)(i) OR (c)(ii)

EITHER

(c) (i) 'The French Revolution was driven mainly by the Sans Culottes in the years 1789–92.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Sans Culottes
- the Jacobins.

You **must** also use information of your own.

(16)

OR

(c) (ii) 'The most significant impact of the Terror on France, in the years 1792–94, was attacks on religion.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- attacks on religion
- the impact on French citizens.

You **must** also use information of your own.

(16)

(Total for Question 1 = 30 marks)

1 The French Revolution, c1780–99

Study Extract A.

Extract A: From a *History of France*, published in 1989.

In the years 1788–89, poor harvests were damaging for all. Poor harvests led to landless day labourers in the countryside being robbed of precious work. As a result, they had to struggle to avoid starving altogether. Small land holders experienced crippling debt and poverty as a consequence of poor harvests. Eviction from their land always followed. In desperation, many turned to the churches for a handout of bread and milk. In the cities, the doubling of bread prices led to severe hardship for workers.

(a) What impression does the author give about the effects of poor harvests?

You **must** use Extract A to explain your answer.

(6)

(b) Explain **two** effects of the Thermidorian Reaction on France in the years 1794–95.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The King's flight to Varennes was the main reason why France became a Republic in 1792.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the King's flight to Varennes
- the role of the Jacobins.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant impact of the Terror, in the years 1793–94, was the control of the French people.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- control of the French people
- elimination of the Girondins.

You **must** also use information of your own.

(16)

(Total for Question 1 = 30 marks)

1 The French Revolution, c1780–99

Study Extract A.

Extract A: From *A History of the French Revolution*, published in 1993.

The coup of 1799 was certainly a muddled affair, and it was lucky to succeed at all. The coup was originally planned by the abbé Sieyès, who intended to use Napoleon to destroy the Directory. Sieyès wanted to take control and lead a new government. But Napoleon grew impatient and this changed the whole nature of the coup because Napoleon eventually gained control of events. However, Napoleon seemed to be hesitant and indecisive. These facts, though, were speedily disguised by Napoleonic propaganda.

(a) What impression does the author give about the coup of 1799?

You **must** use Extract A to explain your answer.

(6)

(b) Explain **two** effects of the French war with Austria and Prussia on France.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main long-term cause of the French Revolution was the role of Louis XVI.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the role of Louis XVI
- poor harvests.

You **must** also use information of your own.

(16)

OR

(ii) 'In the year 1789, the Grande Peur was the most significant event of the revolution.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Grande Peur (July/August 1789)
- the setting up of the National Assembly (June 1789).

You **must** also use information of your own.

(16)

(Total for Question 1 = 30 marks)

1 The French Revolution, c1780–99

Study Extract A.

Extract A: From *A History of France*, published in 2002.

French Enlightenment thinkers believed that men could control their own lives. They thought that change was necessary to destroy the great social inequalities in France. These thinkers encouraged French people to challenge the privileges of the Church. By the 1780s these ideas had great influence in France. The number of people taking up careers in the Church declined, as did the number of published religious books and pamphlets. Enlightenment thinkers also challenged the King by complaining that he was abusing his power. This type of thinking strengthened the demand for revolutionary change.

(a) What impression does the author give about the influence of the Enlightenment in France?

You **must** use Extract A to explain your answer.

(6)

(b) Explain **two** effects of the actions of Robespierre on the French Revolution in the years 1792–94.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'In the years 1787–89, the main short-term cause of the French Revolution was the storming of the Bastille.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the storming of the Bastille
- the policies of Calonne.

You **must** also use information of your own.

(16)

OR

(ii) 'The main problem facing the Directory, in the years 1795–99, was economic difficulties.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- economic difficulties
- the White Terror.

You **must** also use information of your own.

(16)

(Total for Question 1 = 30 marks)

1 The French Revolution, c1780–99

Study Extract A.

Extract A: From *A History of France*, published in 1993.

By 1799, France had some serious problems, but the Directory coped with them very well. It improved the country's administrative and financial systems. Despite having to govern during an economic depression, the Directory still increased prosperity in some areas. It stopped a significant royalist challenge in south-west France. The armies of the Directory won several significant military victories abroad against France's enemies. It is an exaggeration to claim that the French people needed Napoleon to end the chaos and restore law and order.

(a) What impression does the author give about the Directory in France?

You **must** use Extract A to explain your answer.

(6)

(b) Explain **two** effects of the storming of the Bastille on the revolution in France.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main long-term cause of the French Revolution was the impact in France of involvement in the American War of Independence.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the American War of Independence
- Marie Antoinette.

You **must** also use information of your own.

(16)

OR

(ii) 'The most significant development in France, in the years 1792–94, was the execution of Louis XVI.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the execution of Louis XVI
- the Terror.

You **must** also use information of your own.

(16)

(Total for Question 1 = 30 marks)

1 The French Revolution, c1780–99

Study Extract A.

Extract A: From *A History of France,* published in 2002.

Between 1789 and 1791, the Constituent Assembly worked hard on the details of how to replace the old system of government. This was extremely difficult as it had been easier to destroy the old system than create a new one. However, it eventually created a system that laid the foundations for the new French government. A new constitution was introduced. The right to vote was given to 'active citizens'. The new system was a great leap forward and significant improvement on the corrupt and unfair *ancien régime* system.

(a) What impression does the author give about the Constituent Assembly?

You **must** use Extract A to explain your answer.

(6)

(b) Explain **two** effects of the National Convention on France in the years 1792–94.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main short-term cause of the French Revolution was the policies of Calonne and Brienne.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Calonne and Brienne
- the Grande Peur.

You **must** also use information of your own.

(16)

OR

(ii) 'The main consequence of the Thermidorian Reaction was the ending of the Terror.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Terror
- the White Terror.

You **must** also use information of your own.

(16)

(Total for Question 1 = 30 marks)

1 The French Revolution, c1780–99

Study Extract A.

Extract A: From *A History of France*, published in 2020.

During the Grande Peur people gathered on the village green or square to take instructions from their local leaders. They were told to attack potential counter-revolutionaries. Then large groups of peasants, sometimes entire villages, would gather up weapons and go in search of targets. Their violence was not random, they deliberately targeted people and buildings representing feudal authority. It was not bloodthirsty as fewer than 20 people were reported killed during July and August. However, the damage to private property was extensive.

(a) What impression does the author give about the Grande Peur?

You **must** use Extract A to explain your answer.

(6)

(b) Explain **two** effects of Napoleon becoming the 'First Consul' on France.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The most significant reform by the Constituent Assembly, in the years 1789–91, was reform of the Church.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- reform of the Church
- financial reform.

You **must** also use information of your own.

(16)

OR

(ii) 'The role of Robespierre was the main reason for the Terror in the years 1793–94.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the role of Robespierre
- the elimination of the Girondins.

You **must** also use information of your own.

(16)

(Total for Question 1 = 30 marks)

You should spend about 45 minutes on each question.

1 The French Revolution, c1780–99

Study Extract A.

Extract A: From *A History of France*, published in 1982.

The Committee of Public Safety was determined to find enemies of the Revolution everywhere, even where they did not exist. The Committee dismissed Army Generals and some were unjustly accused of sympathising with the King. They were then sentenced to death and guillotined on the basis of little evidence. The leaders of the uprising in the region of the Vendée were denounced as traitors by the Committee who sent troops to kill them. It even began the policy of mass conscription of French citizens into the revolutionary army.

(a) What impression does the author give about the work of the Committee of Public Safety in the years 1792–94?

You **must** use Extract A to explain your answer.

(6)

(b) Explain **two** effects of the White Terror on France.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main long-term cause of the French Revolution, in the years 1780–87, was the privileges of the Three Estates.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Three Estates
- poor harvests.

You **must** also use information of your own.

(16)

OR

(ii) 'In the year 1789, the most significant event of the revolution was the Tennis Court Oath.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Tennis Court Oath (20 June)
- the meeting of the Estates General (5 May).

You **must** also use information of your own.

(16)

(Total for Question 1 = 30 marks)

1 The French Revolution, c1780–99

Study Extract A.

Extract A: From *A History of France*, published in 2002.

Necker's policies had an immediate positive impact. He started major reform of the French taxation system at a time of severe financial difficulties, which had been made worse by the War of American Independence. He produced the first ever publication of royal accounts in 1781, the *Compte Rendu*. This made lenders more confident, which allowed Necker to get even more loans without having to increase taxes. This made him very popular with the Third Estate. They also liked the way that he revealed the unfair use of taxpayers' money.

(a) What impression does the author give about Necker?

You **must** use Extract A to explain your answer.

(6)

(b) Explain **two** effects of the work of the Committee of Public Safety on France in the years 1793–94.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The impact of the war with Austria and Prussia was the main reason why France became a Republic in 1792.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- war with Austria and Prussia
- coup of August 1792.

You **must** also use information of your own.

(16)

OR

(ii) 'The main achievement of the Directory was dealing with the royalist challenge.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the royalist challenge
- financial measures.

You **must** also use information of your own.

(16)

(Total for Question 1 = 30 marks)

1 The French Revolution, c1780–99

Study Extract A.

Extract A: From a history of France, published in 2019.

Louis XVI saw himself as a reforming monarch but lacked the determination to complete anything properly. He allowed the reforms of Turgot and promoted Necker to be finance minister, but he consistently failed to take a strong role in government. The result was that his government lacked a clear direction and was divided by groups fighting amongst themselves. Louis was unable to unite his court. He was unwilling to listen to nobles he disliked, which meant many nobles failed to attend court. His rule was based on simply refusing to reply to people with whom he disagreed.

(a) What impression does the author give about Louis XVI?

You **must** use Extract A to explain your answer.

(6)

(b) Explain **two** effects of the Grande Peur on France in 1789.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The most significant achievement of the Constituent Assembly, in the years 1789–91, was the introduction of the 1791 Constitution.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the 1791 Constitution
- the new legal system.

You **must** also use information of your own.

(16)

OR

(ii) 'Economic problems were the main reason for the Terror in the years 1793–94.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- economic problems
- military defeats.

You **must** also use information of your own.

(16)

(Total for Question 1 = 30 marks)

1 The French Revolution, c1780–99

Study Extract A.

Extract A: From *A history of France*, published in 2002.

Napoleon had plenty of opponents to his rule when he was appointed as First Consul. Those who still supported the ideas of the Jacobins wanted a democratic republic and were horrified by Napoleon gaining power. These opponents regarded Napoleon as a dictator who would rule for his own gain and not for that of the people. They believed this was a betrayal of the revolutionary principles. Other opponents, such as Royalists, wanted a return to the Bourbon monarchy and hated Napoleon continuing with changes brought in during the revolution.

(a) What impression does the author give about the appointment of Napoleon as First Consul?

You **must** use Extract A to explain your answer.

(6)

(b) Explain **two** effects of the Terror in France on religion.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'The main long-term cause of the French Revolution was the unpopularity of Marie Antoinette.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Marie Antoinette
- the Enlightenment.

You **must** also use information of your own.

(16)

OR

(ii) 'In the years 1791–92, the most significant event of the revolution was the King's flight to Varennes.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the flight to Varennes
- war with Austria and Prussia.

You **must** also use information of your own.

(16)

(Total for Question 1 = 30 marks)

1 The French Revolution, c1780–99

Study Extract A.

Extract A: From *A history of France*, published in 2002.

France's involvement in the American War of Independence was funded by massive borrowing. Every time the monarch borrowed more money, he and France became even more in debt. Then he had to borrow even more money to pay for these debts. To try to meet the cost, the King and his ministers were forced to use a number of unpopular taxes. French people were very unhappy about the tax of the twentieth (the *vingtième*), which had to be paid on all income and by all people except the clergy.

(a) What impression does the author give about the impact in France of involvement in the American War of Independence?

You **must** use Extract A to explain your answer.

(6)

(b) Explain **two** effects of Louis XVI's flight to Varennes on France.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'In the years 1787–89, the main short-term cause of the French Revolution, was the meeting of the Estates General.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Estates General (May 1789)
- the Assembly of Notables (February 1787).

You **must** also use information of your own.

(16)

OR

(ii) 'In the years 1792–94, the main consequence of the rule of the National Convention was the execution of Louis XVI.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the execution of Louis XVI (January 1793)
- the Edict of Fraternity (November 1792).

You **must** also use information of your own.

(16)

(Total for Question 1 = 30 marks)

1 The French Revolution, c1780–99

Study Extract A.

Extract A: From *A history of France*, published in 1982.

In French provinces there were demands for the punishment of officials who had been responsible for the Terror. This led to a new terror that became known as the 'White Terror'. In this new terror, these officials were attacked without mercy. They were badly injured and murdered in vicious attacks. In several towns, imprisoned officials were massacred in their cells or in the courtyards of the gaols. Many lawyers had supervised the cruelties of the Terror. They were hunted down in the White Terror and guillotined without trial in retaliation for their part in the Terror.

(a) What impression does the author give about the White Terror in France?

You **must** use Extract A to explain your answer.

(6)

(b) Explain **two** effects of Louis XVI's leadership on France in the years 1780–87.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'In the years 1789–91, the most significant reform made by the Constituent Assembly was the reform of the legal system.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- reform of the legal system
- reform of local government.

You **must** also use information of your own.

(16)

OR

(ii) 'The role of the Committee for Public Safety was the main reason for the Terror (1793–94).'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Committee of Public Safety
- the rising in the Vendée (February 1793).

You **must** also use information of your own.

(16)

(Total for Question 1 = 30 marks)

1 The French Revolution, c1780–99

Study Extract A.

Extract A: From a history of France, published in 2002.

The Enlightenment in France had some writers, called the *philosophes,* who condemned the *ancien régime* and the inequality it represented. They challenged the power and privilege of the Church. They believed that more could be done to improve the daily lives of ordinary people living in France. The *philosophes* criticised the idea that the King was appointed by God and also the claim that he was God's representative on earth. They believed that the King should use his powers more effectively in an attempt to improve the wealth and happiness of the people he governed.

(a) What impression does the author give about the *philosophes* in France?

You **must** use Extract A to explain your answer.

(6)

(b) Explain **two** effects of the Tennis Court Oath on France in 1789.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'In the years 1791–92, the main reason why constitutional monarchy failed in France was the impact of war with Austria and Prussia.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the war with Austria and Prussia
- the National Convention.

You **must** also use information of your own.

(16)

OR

(ii) 'The main achievement of the Directory's rule of France, in the years 1795–98, was dealing with internal threats.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- internal threats
- the economy.

You **must** also use information of your own.

(16)

(Total for Question 1 = 30 marks)

You should spend about 45 minutes on each question.

1 The French Revolution, c1780–99

Study Extract A.

Extract A: From a history of France, published in 1982.

The people who made up the Third Estate were neither members of the clergy nor nobility. Basically, this Estate was the peasants, who were 90 per cent of the population. The poverty of the peasants was made significantly worse because they had to pay taxes to noble landlords who paid no tax. Another burden was feudal dues, which peasants had to pay to the local lord. To make matters even worse, the poor peasants had to pay the tithe. Peasants resented that this tax usually went to some rich, aristocratic abbot who was in little need of the money.

(a) What impression does the author give about the peasants of the Third Estate?

You **must** use Extract A to explain your answer.

(6)

(b) Explain **two** effects of France's war with Austria and Prussia on France.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) 'In the years 1793–94, the main impact of the Terror was the attack on the Catholic Church.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- the Catholic Church
- the elimination of the Girondins.

You **must** also use information of your own.

(16)

OR

(ii) 'The main reason for the fall of the Directory (1799) was the role of Napoleon Bonaparte.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Napoleon Bonaparte
- Directory weaknesses.

You **must** also use information of your own.

(16)

(Total for Question 1 = 30 marks)

MARK SCHEMES

official Pearson Edexcel mark schemes

Question	Mark scheme
7 (a)	What impression does the author give about the impact of Senator McCarthy? You **must** use Extract G to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content
Relevant points may include:

- The author gives the impression that McCarthy had an unfairly damaging impact.

This is shown by the following:

- The extract says that 'most of those named were investigated and cleared'
- The language used by the author, including 'gripped', 'infamous' and 'Honourable men… unfairly accused'
- The author has selected evidence to show that McCarthy used his position to carry out witch-hunts and 'name names', but has omitted examples of actual communist espionage that was uncovered.

Question	Mark scheme
7 (b)	Explain **two** effects of the Watergate scandal on US politics. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- The Watergate scandal increased Congressional control of the Executive and its agencies, as Congress passed laws on freedom of information, openness in government and campaign finance
- 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
- The scandal boosted the Democratic Party, increasing its control of the Senate and Congress in the 1974 mid-terms, and contributing to Carter's presidential victory in 1976.

Question	Mark scheme
7 (c) (i)	'Martin Luther King was the individual who made the biggest contribution to the civil rights movement in the 1950s and 1960s'. How far do you agree? Explain your answer. You may use the following in your answer: • Martin Luther King • Malcolm X. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- Martin Luther King's abilities as a powerful and charismatic public speaker drew national attention throughout the period, e.g. Montgomery in 1955–56 and Washington 1963
- King's abilities as an organiser had an impact on the success of campaigns, through his leadership of MIA, the formation of the SCLC and demonstrations such as Birmingham, Washington and Selma
- King's non-violent approach helped win over both key political figures such as Kennedy, as well as white voters, e.g. with the dignity and peaceful protest demonstrated at the Washington march
- Under King, the SCLC contributed significantly, by helping over 430,000 black Americans register to vote in the southern states in the 20 months after the Civil Rights Act was signed in July 1964.

Relevant points which counter the statement may include:

- Elijah Muhammad and Malcolm X, as the most prominent figures in the Nation of Islam, developed black militancy and nationalism in response to the perceived failure to address conditions in Northern ghettos
- Malcolm X's split from the Nation of Islam to establish his own organisation can be seen as broadening his influence beyond the Northern ghettos (e.g. through moderating his views on whites) while continuing to inspire a more radical view
- Stokely Carmichael, as leader of SNCC, and Floyd McKissick, as chairman of CORE, developed the Black Power movement and worked with radical white organisations in the anti-draft campaign (Vietnam)

- Some civil rights leaders criticised the approach King encouraged, arguing it was acceptance of and deference to white-dominated society, with measures such as the Civil Rights Act falling far short of genuine equality.

Question	Mark scheme
7 (c) (ii)	'The main reason for the growth of protest movements in the years 1962–74 was the war in Vietnam.' How far do you agree? Explain your answer. You may use the following in your answer: • war in Vietnam • the Berkeley Free Speech Movement. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

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

Indicative content

Relevant points which support the statement may include:

- Opposition to the Vietnam War united a diverse range of protest movements, including the New Left, Students for a Democratic Society, the Berkeley Free Speech Movement and elements of the black civil rights movement
- Students for a Democratic Society organised protest marches, burned draft cards, held debates and highlighted both the morality of the war, and the impact it had on the USA, e.g. taking money away from LBJ's Great Society programmes
- The war in Vietnam prompted the then biggest peace demonstration in US history, with over 200,000 demonstrating in New York in April 1967, including Martin Luther King
- Anti-war feeling saw the formation of The Resistance, organising an anti-draft campaign that culminated in a 100,000 strong march on the Pentagon in 1967, with the two-day confrontation contributing to decreasing public support for the war.

Relevant points which counter the statement may include:

- Protests such as the Berkeley Free Speech Movement were a reaction against a range of concerns beyond the Vietnam War, including civil rights and the students' own perceived injustice at their treatment at the hands of authorities

- Students for a Democratic Society developed the Port Huron Statement (1962) condemning racism, poverty and the Cold War generally. They advocated a society where politicians, corporations and the military had less power
- The National Organisation for Women was founded in 1966 because of a need for action to create equality, partly as a result of the failure of the government to enforce the gender-equality provisions of the Civil Rights Act of 1964
- Radical feminism emerged from a generation of women who had been educated, who offered intellectual substance to challenge cultural and social inequality; some reacted to finding themselves treated as second-class status within other protest movements.

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

Question	Mark scheme
7 (a)	What impression does the author give about the situation Gerald Ford faced as president? You **must** use Extract G to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content

Relevant points may include:

- The author gives the impression that Gerald Ford faced severe challenges.

This is shown by the following:

- The extract says that Ford felt the after effects of Watergate, and was personally criticised
- The language used by the author, including 'distrustful', 'approval ratings declined sharply' and 'constantly mocked'
- The author has selected evidence to show that Ford was personally held responsible, such as over Nixon's pardon, but has omitted that others did see the pardon as justified, e.g. as it included the presumption of guilt.

Question	Mark scheme
7 (b)	Explain **two** effects of the women's liberation movement on the USA. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

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

Indicative content

Relevant points may include:

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

Question	Mark scheme
7 (c) (i)	'Senator McCarthy's actions were the main reason why anti-communism grew in America in the years 1945–54.' How far do you agree? Explain your answer. You may use the following in your answer: • Senator McCarthy's actions • the Cold War. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

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

Indicative content

Relevant points which support the statement may include:

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

Relevant points which counter the statement may include:

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

- Earlier actions of government and political investigations had helped foster anti-communism, e.g. the HUAC investigations of 1947–51
- Genuine espionage helped create concerns over the threat of communism, e.g. the Alger Hiss case and the arrest and eventual execution of the Rosenbergs.

Question	Mark scheme
7 (c) (ii)	'The most significant development in civil rights in the 1950s was the Montgomery Bus Boycott.' How far do you agree? Explain your answer. You may use the following in your answer: • the Montgomery Bus Boycott • Brown v Topeka (1954). You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

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

Indicative content

Relevant points which support the statement may include:

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

Relevant points which counter the statement may include:

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

- The murder of Emmett Till and subsequent acquittal of his killers increased media coverage of civil rights issues and galvanised public opinion, leading to protests across the USA and increased calls for federal intervention
- The formation of the Southern Christian Leadership Conference was significant, acting as an umbrella organisation for civil rights groups and demonstrating the importance of African-American ministers in this
- The 1957 Civil Rights Act was significant in that it introduced measures to support black Americans in exercising voting rights, demonstrated federal support for civil rights, and started the civil rights legislative programme.

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

Question	
7 (a)	What impression does the author give about the anti-Vietnam War protests? You **must** use Extract G to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content

Relevant points may include:

The author gives the impression that the authorities were heavy-handed in dealing with the protesters.

This is shown by the following:

- The extract says that the reaction of the authorities to these were excessive
- The language used by the author, including 'increasingly bloody', 'hot-tempered', and 'outrage'
- The author has selected evidence to show that the authorities were excessive in their reaction, but has omitted that some protestors had thrown rocks at the National Guardsmen.

Question	
7 (b)	Explain **two** effects of Black Power on the civil rights movement. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- The growing influence of Black Power moved the civil rights movement away from the goal of racial integration, encouraging black Americans to focus their efforts on organising their own institutions, and typically excluding whites from campaigns
- Black Power marked a significant shift in the civil rights movement, with a more confrontational approach, and a more dispersed approach, both geographically and in terms of its social and cultural reach, beyond mere political rights
- Black Power raised consciousness and promoted cultural identity, e.g. the 'Black is Beautiful' movement aimed at rejecting judgement against the norms of white culture and society, and positively promoting inherent black virtues.

Question	
7 (c) (i)	'The main reason why progress was made in civil rights in the 1950s was the influence of the Supreme Court.' How far do you agree? Explain your answer. You may use the following in your answer: • the influence of the Supreme Court • the Montgomery Bus Boycott. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

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

Indicative content

Relevant points which support the statement may include:

- From the 1950s, the Supreme Court began to incorporate the Bill of Rights, and thus force states to abide by it, a significant departure from the approach which had held since the late 19th century
- Supreme Court decisions such as those made in the case of Sweatt v Painter (1950) made it more difficult for states to use the notion of 'separate but equal' facilities to deny black Americans their rights
- The Brown versus Topeka judgement was significant, as a judicial backing was given to a challenge to discrimination, unanimously declaring that separate but equal facilities in education were unconstitutional, and should be desegregated
- The Brown judgement led to federal intervention in order to support integration, when Eisenhower sent in the 101st Airborne Division to allow black students to attend Central High in Little Rock in 1957.

Relevant points which counter the statement may include:

- By 1956, the Montgomery Bus Boycott had ended segregation on buses in Montgomery, and thus was an important step in challenging Jim Crow laws in the South
- The Montgomery Bus Boycott saw that the creation of a grassroots African-American organisation, the Montgomery Improvement Association, demonstrating that such groups could be effective in achieving improvements in civil rights
- The murder of Emmett Till and subsequent acquittal of his killers increased media coverage of civil rights issues and galvanised public opinion, leading to protests across the USA and increased calls for federal intervention
- The formation of the Southern Christian Leadership Conference was significant, acting as an umbrella organisation for civil rights groups and demonstrating the importance of African-American ministers in this.

Question	
7 (c) (ii)	'The most significant feature of the Watergate scandal was new laws which resulted from it.' How far do you agree? Explain your answer. You may use the following in your answer: • new laws • the impact on Nixon. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

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

Indicative content

Relevant points which support the statement may include:

- The Watergate scandal increased Congressional control of the Executive and its agencies, as Congress passed laws on freedom of information, openness in government and campaign finance
- The Watergate scandal weakened Nixon's political position in relation to Congress, and contributed to the passing of the War Powers Act (1973)
- The Election Campaign Act Amendments of 1974 set limits on campaign finance from individuals, parties and PAC which were significant in forming the basis of future campaign finance law
- With the presidency weakened by the Watergate scandal, Congress sought to reclaim greater authority over the federal budget, passing the Congressional Budget Control Act of 1974.

Relevant points which counter the statement may include:

- The scandal significantly weakened Nixon's authority prior to his resignation, as key advisers resigned or were sacked, and his leadership became mired in investigations, and the cover up of these
- The scandal ended Nixon's presidency and his political career against his own choosing, e.g. the Supreme Court's ruling that he hand over the tapes and the subsequent start of impeachment proceedings forced his resignation
- The Watergate scandal had the effect of weakening the prestige and authority of the office of the presidency, e.g. the decision to impeach Nixon, and his subsequent resignation changed relations with Congress, and impacted upon public attitudes
- The scandal boosted the Democratic Party, increasing their control of the Senate and Congress in the 1974 mid-terms, and contributing to Carter's Presidential victory in 1976.

Question	
7 (a)	What impression does the author give about the about the activities of the Ku Klux Klan? You **must** use Extract G to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content

Relevant points may include:

The author gives the impression that the Ku Klux Klan's violent activities were not sufficiently challenged by the authorities.

This is shown by the following:

- The extract says that the many of the crimes committed by Klansmen went unpunished, in part as local authorities had 'close links' with the Klan
- The language used by the author, including 'intimidated', 'proper justice' and 'brutally murdered'
- The author has selected evidence to show that local authorities tolerated Klan activity, but has omitted that some Klansmen were tried and found guilty for their activities.

Question	
7 (b)	Explain **two** effects of McCarthyism on the USA in the 1950s. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- McCarthyism fuelled the Red Scare within US politics, increasing investigations into alleged communist activity through bodies such as the Senate sub-committee, and acting as a divisive political issue in elections in 1950 and 1952
- McCarthyism inflicted significant damage on the lives of thousands of Americans, e.g. public naming of suspects damaged reputations, and thousands of government employees lost their jobs on the basis of accusations alone
- As a result of McCarthyism, government departments were weakened, e.g. the State Department lost significant capability when staff with expertise in communist nations were removed for suspected communist activities or sympathies.

Question	
7 (c) (i)	'The main reason for the growth of Black Power in the 1960s was the influence of Stokely Carmichael.' How far do you agree? Explain your answer. You may use the following in your answer: • Stokely Carmichael • reduction in white support for civil rights. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

Indicative content

Relevant points which support the statement may include:

- Carmichael led the changing approach within the movement, rejecting what he had come to see as the failures of the more passive approach, with his call for 'Black Power' after the Meredith March serving as a rallying cry for a younger generation
- Under Carmichael, the SNCC voted to expel white members and move away from the goal of racial integration, encouraging black Americans to focus their efforts on organising their own institutions
- Carmichael wrote the influential book 'Black Power: the Politics of Liberation in America', explaining what blacks needed to do to challenge the systematic racism that existed
- Carmichael's speeches became increasingly provocative in challenging the existing status quo, and were associated with the civil unrest seen in cities such as Newark and Detroit in 1967.

Relevant points which counter the statement may include:

- The shift in the civil rights movement was influenced by a loss of white support, as many whites saw civil rights as having been achieved, and others saw a new focus on anti-Vietnam
- Other individuals made a significant contribution to the changing direction of the civil rights movement, e.g. Floyd McKissick led CORE to a more radical approach, Bobby Seale and Huey Newton founded the Black Panthers

- A desire for a changing approach came with the increasing realisation that the passing of civil rights legislation alone was not widely transformative, e.g. the continued inequality evident in northern cities, the failure of King's 'Northern Crusade'
- Dissatisfaction with the perceived failures of the non-violent approach to protest had already begun before Stokely Carmichael's rise to prominence, and his time with both the SNCC and the Black Panthers was relatively short-lived.

Question	
7 (c) (ii)	'The most significant development in protest movements in the 1960s and 1970s was the growth of the student movement.' How far do you agree? Explain your answer. You may use the following in your answer: • the student movement • the women's movement. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

Indicative content

Relevant points which support the statement may include:

- The student movement was significant in terms of the range of issues it encompassed, including racism, poverty, free speech, student rights and the Vietnam War.
- By the end of the 1960s, the student activism seen at the Berkeley Free Speech movement had spread to hundreds of campuses across the USA
- The Students for a Democratic Society (SDS) grew from a small group in Michigan to number around 100,000 by 1968
- Student activists and protests focused on campuses formed a significant part of the growing anti-Vietnam protest movement, e.g. events like the 'teach-in' seen at the University of Michigan in 1965 were replicated across dozens of campuses.

Relevant points which counter the statement may include:

- The women's movement grew in importance from the late 1960s, e.g. the efforts of groups such as NOW (established 1966) contributed to the passing of the 1972 Educational Standards Act
- Campaigning by the women's liberation movement was significant in relation to reproductive rights and for reform of abortion law, culminating in success, e.g. with *Roe v Wade* (1973)
- Anti-Vietnam protests took on great significance in their own right, e.g. the New York peace demonstration of April 1967 was the then biggest peace demonstration in US history, with over 200,000 present

- The black civil rights protest movement saw significant developments during the 1960s, e.g. the passing of the Civil Rights Act, or the improvements to conditions in the ghettos under the organisation of the Black Panthers.

Question	
7 (a)	What impression does the author give about the impact of the race riots? You **must** use Extract G to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that the race riots had a very negative impact

- The extract says that significant damage was done, and that the riots frightened white Americans
- The language used by the author, including 'frightened', 'major riots' and 'no-go areas for whites'
- The author has selected evidence to show the negative impact of the riots, and has not included evidence to show the riots did prompt the authorities to consider the need to tackle inequalities and injustices in these areas.

Question	
7 (b)	Explain **two** effects of the Montgomery Bus Boycott on civil rights in the 1950s. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

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

Question	
7 (c) (i)	'The main feature of the Red Scare was the false accusations that were made.' How far do you agree? Explain your answer. You may use the following in your answer: • false accusations • opposition to McCarthy. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The majority of those named by, and called to answer to, HUAC and McCarthy's Senate Subcommittee never faced charges or hard evidence of wrongdoing
- The 'Hollywood Ten' were blacklisted from work in the industry on the basis of a refusal to answer questions on unsubstantiated accusations of being communist sympathisers, and a further 300 artists were subsequently blacklisted
- Truman's Loyalty Programme, under Executive Order 9835, saw thousands dismissed from government work on suspicion rather than evidence, and the vast majority of these were never charged with an offence.

Relevant points which counter the statement may include:

- The obvious excesses of the Red Scare saw a significant reaction against McCarthy, e.g. media coverage of the Army-McCarthy hearings led to increased public opposition, and his censure by the Senate in 1954
- The Red Scare served as a divisive political issue within US politics, e.g. anti-communist attitudes and perceived weaknesses towards communist infiltration featured in election campaigns in 1950 and 1952
- The Red Scare, and McCarthyism in particular, inflicted significant damage on the lives of thousands of Americans, e.g. thousands lost their jobs
- As a result of anti-communist investigations, government departments were weakened, e.g. the State Department lost significant capability when staff with expertise in communist nations were removed for suspected communist activities or sympathies
- Actual convictions on the basis of substantiated communist activity resulted from the Red Scare, e.g. the Rosenbergs were found guilty of genuine communist espionage.

Question	
7 (c) (ii)	'The main reason for the introduction of new laws to control US politics in the 1970s was the Watergate scandal.' How far do you agree? Explain your answer. You may use the following in your answer: • the Watergate scandal • the Vietnam War. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Watergate scandal increased Congressional control of the Executive and its agencies, as Congress passed laws on freedom of information, openness in government and campaign finance
- The introduction of the War Powers Act (1973) was prompted by the damage done to the relationship between Executive and Legislature during the Watergate scandal
- The reform of the finance of election campaigns resulted from proposals put forward by the committee established as a result of the Watergate scandal
- Amendments to the Freedom of Information Act and passing a Federal Privacy Act (1974) were Congressional measures driven by a desire to provide greater protection to individuals concerning information gathered about them as a result of the Watergate scandal
- With the presidency weakened by the Watergate scandal, Congress sought to reclaim greater authority over the federal budget, passing the Congressional Budget Control Act of 1974.

Relevant points which counter the statement may include:

- The desire to control executive authority with regards to war, grew in Congress during the Vietnam War, with the War Powers Act being directly prompted by the exposure of Nixon having ordered secret bombings of Cambodia
- Concerns over the abuse of executive privilege led to new laws, e.g. Nixon's attempts to circumvent congressional authority had prompted Congress to act, such as his repeated evasion of congressional requests for information on executive orders
- New laws arose for various reasons, many of which pre-dated Watergate, e.g. the Election Campaign Act was in response to issues in the financing of the 1972 election, and the Congressional Budget Control Act was in response to previous disputes over finance.

Question	
7 (a)	What impression does the author give about the impact of the Alger Hiss case? You **must** use Extract G to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that the Alger Hiss case caused significant trouble for the government

- The extract says that the Hiss case led to increasing blame being placed upon suspected communists within Truman's government
- The language used by the author, including 'encouraged, 'severe embarrassment' and 'damaging'
- The author has selected evidence to show the gravity of the Hiss case and his links to prominent Democrats, and has not included the doubts over Hiss's guilt.

Question	
7 (b)	Explain **two** effects of Supreme Court decisions on civil rights in the 1950s. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- The Brown v. Board of Education (1954) case found that segregation within education was unconstitutional, and led to federal intervention in order to support integration in schools
- Brown v. Board of Education (1954) gave judicial backing to a wider challenge to discrimination, challenging the validity of 'separate but equal'
- Cases such as Henderson v United States (1950) and Browder v Gayle (1956) led to the desegregation of public transport, and provided further backing to the civil rights campaign.

Question	
7 (c) (i)	'The main reason why progress was made in the civil rights of black Americans in the 1960s was the influence of Martin Luther King.' How far do you agree? Explain your answer. You may use the following in your answer: • Martin Luther King • President Johnson. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- King's abilities as an organiser had an impact on the success of campaigns, through his leadership of groups such as SCLC and demonstrations such as Birmingham and Selma
- Martin Luther King's abilities as a powerful and charismatic public speaker drew national attention throughout the period, e.g. at Washington, 1963
- King's non-violent approach helped win over both key political figures such as Kennedy, as well as white voters, contributing to the legislation of 1964 and the 1965 Voting Rights Act
- Under King, the SCLC contributed significantly, by helping over 400,000 black Americans register to vote in the southern states in the 20 months after the Civil Rights Act was signed in July 1964.

Relevant points which counter the statement may include:

- Some of King's efforts had limited success, e.g. the failure of the Albany Movement (1962), or the Chicago Freedom Movement (1966)
- President Johnson's support and action proved significant, e.g. the Civil Rights Act (1964) and the Voting Rights Act (1965)
- Numerous campaigners played a significant role as organisers and protestors, such as those seen at the Greensboro sit-in (1960), the March on Washington (1963) and the Mississippi Freedom Summer (1964)
- Other civil rights leaders such as James Farmer (C.O.R.E), Stokely Carmichael (leader of SNCC) and Malcolm X (Nation of Islam) made significant contributions to progress.

Question	
7 (c) (ii)	'The most significant development in the women's movement was the work of the National Organisation for Women (NOW).' How far do you agree? Explain your answer. You may use the following in your answer: • NOW • the women's liberation movement. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Limited progress, e.g. lack of enforcement of the gender provisions of the CRA (1964) prompted prominent feminists to form NOW, furthering the women's movement through lobbying for equal rights, and through legislation and legal test cases
- The efforts of NOW to support the Equal Rights Amendment contributed to it being passed by Congress in 1972
- NOW successfully fought anti-discrimination cases in the courts, e.g. Weeks v. Southern Bell (1969), and campaigns against and boycotts of companies which followed discriminatory practices
- From 1967, NOW led a significant campaign on issues such as publicly-funded child-care and the repeal of abortion laws, contributing to the Roe v Wade decision (1973)
- NOW organised major campaigns and mass demonstrations, e.g. the 1970 'Women's Strike for Equality' saw actions in 90 cities, with a 50,000-strong march in New York.

Relevant points which counter the statement may include:

- The women's liberation movement contributed to the extension of laws banning discrimination to educational establishments, with Title IX of the Educational Amendments Act being passed in 1972
- The establishment of the Presidential Commission on the Status of Women under Kennedy, and its report *American Women* (1963), was influential in arguing all obstacles to full participation in the workforce should be removed
- Betty Friedan's 1963 *The Feminine Mystique* gave voice to dissatisfaction, finding a large audience, particularly amongst middle-class women, and contributed to subsequent campaigns.

Question	
7 (a)	What impression does the author give about HUAC investigations into Hollywood? You **must** use Extract G to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

- The author gives the impression that HUAC's investigations were excessive.

This is shown by the following:

- The extract says that HUAC targeted Hollywood, and felt it was a hotbed of communist activity
- The language used by the author, including 'terrifying frequency', 'infiltrated' and 'persecution'
- The author has selected evidence to show examples of exaggerated claims of communist infiltration but has not included examples of real cases.

Question	
7 (b)	Explain two effects of the anti-Vietnam War movement on the USA. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- The anti-Vietnam War movement encouraged criticism of the failure of the government to fulfil promised domestic reform, e.g. the Great Society
- Protests by the anti-Vietnam War movement attracted significant attention from the media and public, e.g. criticism of the violence and injuries seen at protests
- The movement had an impact on US politics, e.g. it contributed to LBJ being challenged for the Democratic Party's presidential nomination.

Question	
7 (c) (i)	'The main consequence in the 1950s of civil rights protests was desegregation within education.' You may use the following in your answer: • desegregation within education • the Civil Rights Act 1957. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The campaign successfully appealed to the Supreme Court in the case of Brown v Board of Education of Topeka (1954), which resulted in the court ruling that segregation was unconstitutional
- The NAACP's legal campaign led to Brown v Topeka II (1955), in which the Supreme Court ruled that schooling 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
- The Civil Rights Act (1957) was limited in effectiveness as it was watered down by Democrats in Congress.

Relevant points which counter the statement may include:

- Desegregation of schooling faced resistance, and progressed slowly as the Supreme Court did not specify a timescale
- 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 efforts of civil rights campaigners brought about significant changes in areas such as transport as a result of the Montgomery Bus Boycott
- The civil right protests led to the emergence of leaders such and Martin Luther King and groups such as SCLC, whose organisation and methods led to greater national prominence.

Question	
7 (c) (ii)	'The main reason why civil rights legislation was passed in the 1960s was because of the efforts of Martin Luther King.' How far do you agree? Explain your answer. You may use the following in your answer: • Martin Luther King • SNCC. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- Martin Luther King's abilities as a powerful and charismatic public speaker drew national attention throughout the period, e.g. Washington (1963)
- King's abilities as an organiser and leader had an impact on the success of campaigns, e.g. his role in the SCLC, and how non-violent methods were taken up by others such as the sit-ins and freedom rides
- King's non-violent approach helped win over both key political figures such as Kennedy, as well as white voters, e.g. with the dignity and peaceful protest demonstrated at the Washington march
- King was astute in gaining media and international attention, e.g. the Birmingham campaign was chosen as King anticipated a reaction, and the media focus on scenes there, along with his arrest, increased pressure for federal legislation.

Relevant points which counter the statement may include:

- Groups such as SNCC and CORE made a significant contribution, e.g. their non-violent actions were aimed to encourage retaliation, gaining attention which pressured the authorities to act
- President Johnson met with civil rights leaders in the first weeks of his presidency, and made clear he would accept no compromises with the bill that became the Civil Rights Act (1964)
- Johnson spoke to Congress soon after the events at Selma, emphasising his desire to overcome bigotry and injustice, before introducing the bill for voting rights
- Grassroots campaigners had a significant impact, e.g. tens of thousands took part in campaigns such as sit-ins and freedom rights, which earned political and media support for the cause.

7 (a)	What impression does the author give about segregation in the South? You **must** use Extract G to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

- The author gives the impression that there were strong opposition to ending segregation

This is shown by the following:

- The extract says that ending segregation would be very difficult, and that there was widespread resistance and racism
- The language used by the author, including 'much more difficult', 'long and bitter fight', and 'enthusiastically broadcasting their racist views.'
- The author has selected evidence to show examples of barriers to ending segregation but has not included the success that campaigners and federal authorities did have in ending segregation in housing and transportation.

Question	
7 (b)	Explain **two** effects of the work of Betty Friedan on women's rights in the USA. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was Friedan's work encouraged many women to become involved in campaigns, e.g. NOW had tens of thousands of members by the 1970s
- An effect was Betty Friedan helped to secure rights on a range of economic and educational issues, as well as rights relating to pregnancy and abortion
- An effect was Friedan's work contributed to federal government policies including Johnson's Executive Order 11375 (1967) banning gender discrimination in federal employment, and Supreme Court cases such as Roe v Wade (1973).

Question	
7 (c) (i)	'The main reason why anti-communism grew in the USA, in the years 1945–54, was the Hiss and Rosenberg cases.' You may use the following in your answer: • the Hiss and Rosenberg cases • Senator McCarthy. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The Hiss case, from the initial accusation in 1948 through to his being found guilty in 1950, brought both huge media attention and public concern that communism had infiltrated the upper echelons of America's political society
- Concerns raised by the supposed failings that the Hiss case highlighted prompted increased activity in prosecuting communists under the Smith Act and further investigations of federal employees by the Truman administration
- The Rosenberg case sustained concerns over the communist threat, with their arrest in 1950 through to their execution in 1953 and demonstrated there was genuine substance to these concerns.

Relevant points which counter the statement may include:

- From his initial accusations of communist infiltration of the State Department, made in his speech on Lincoln Day in February 1950, McCarthy's claims attracted significant media attention, fuelling anti-communism
- Once he was given control of the Senate Permanent Subcommittee on Investigations, McCarthy was able to extend his accusations and investigations into organisations such as the Voice of America radio broadcast and the US Army
- Partisan division fuelled anti-communist activity, e.g. Republicans emphasised the communist threat in attacking their Democratic opponents' failings over communism to gain electoral advantage
- The growing fear of communism was driven by a series of Cold War developments, e.g. Truman's response to the communist threat from 1947 and the Soviet development of the atom bomb in 1949
- Government and political investigations had helped foster anti-communism, e.g. the HUAC investigations of 1947–51.

Question	
7 (c) (ii)	'The main consequence of the Watergate scandal was new laws.' How far do you agree? Explain your answer. You may use the following in your answer: • new laws • Gerald Ford. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Nixon's weakened position during the midst of the Watergate scandal contributed to Congressional override of his veto to allow the War Powers Act (1973) to be passed
- Congress sought greater controls over campaign finance in the light of the Watergate scandal, seen in The Federal Election Campaign Act Amendments of 1974
- The Watergate scandal contributed to Congressional measures to provide greater protection to individuals concerning information gathered about them, amending the Freedom of Information Act and passing a Federal Privacy Act (1974)
- With the presidency weakened by the Watergate scandal, Congress sought to reclaim greater authority over the federal budget, passing the Congressional Budget and Impoundment Control Act of 1974.

Relevant points which counter the statement may include:

- The scandal significantly weakened Nixon's authority prior to his resignation, as key advisers resigned or were sacked, and his leadership became mired in investigations, and the cover up of these
- The scandal led to Gerald Ford becoming the first unelected president
- The Watergate scandal had the effect of weakening the prestige and authority of the office of the presidency, e.g. the decision to impeach Nixon, and his subsequent resignation changed relations with Congress, and impacted upon public attitudes
- The scandal boosted the Democratic Party, increasing their control of the Senate and Congress in the 1974 mid-terms.

Question	
7 (a)	What impression does the author give about McCarthy? You **must** use Extract G to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that McCarthy took the opportunity to make himself popular

This is shown by the following:

- The extract says that McCarthy was a minor politician who used Republicans' anger to gain influence
- The language used by the author, including 'seized his moment', 'few real friends' and 'days were numbered'
- The author has selected evidence to show that McCarthy's popularity was based on opportunism but has not included that the majority of Americans still had a favourable opinion of him as late as 1954.

Question	
7 (b)	Explain **two** effects of the new laws that were introduced as a result of the Watergate Scandal. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

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

Indicative content

Relevant points may include:

- An effect was that the smoother passing of the War Powers Act (1973) meant restrictions on the ability of the president to commit US forces to war, requiring Congressional authority for future military action
- An effect was that the Federal Election Campaign Act Amendments of 1974 gave Congress greater controls over election campaign finance
- An effect was that the Congressional Budget and Impoundment Control Act of 1974 led to Congress gaining greater authority over the federal budget.

Question	
7 (c) (i)	'The main reason why progress was made in the civil rights of black Americans in the 1950s and 1960s was federal government action.' You may use the following in your answer: • federal government action • Martin Luther King. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Supreme Court decisions such as Brown v Topeka (1954 and 1955) were significant, challenging discrimination by states under the doctrine of separate but equal, and leading to intervention by federal authorities
- Eisenhower sent in the 101st Airborne Division to allow black students to attend Central High in Little Rock in 1957, and encouraged Congress to pass the Civil Rights Act (1957), which led to increases in voter registration
- Kennedy nominated Thurgood Marshall to the Court of Appeals in 1961, and Johnson appointed him to the Supreme Court in 1967, demonstrating the commitment of the authorities to improving civil rights
- The support of Presidents Kennedy and Johnson proved significant in leading to the passing of the Civil Rights Act (1964) and the Voting Rights Act (1965), which led to significant gains for black Americans.

Relevant points which counter the statement may include:

- King's abilities as an organiser had an impact on the success of campaigns, through his leadership of groups such as SCLC and demonstrations such as Birmingham and Selma
- King's non-violent approach helped win over both key political figures such as Kennedy, as well as white voters, contributing to the legislation of 1964 and the 1965 Voting Rights Act
- Numerous campaigners played a significant role as organisers and protestors, such as those seen at the Greensboro sit-in (1960), the March on Washington (1963) and the Mississippi Freedom Summer (1964)
- Other civil rights leaders, such as Stokely Carmichael (leader of SNCC) and Malcolm X (Nation of Islam), made significant contributions to progress.

Question	
7 (c) (ii)	'The most significant feature of the student protest movement in the years 1960-74 was the anti-Vietnam War movement.' Explain your answer. You may use the following in your answer: • the anti-Vietnam War movement • Students for a Democratic Society. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Student activists and protests focused on campuses were significant in growing the early anti-Vietnam protest movement, e.g. events like the 'teach-in' seen at the University of Michigan in 1965 were replicated across dozens of campuses
- Anti-Vietnam protests were a major feature of US universities in the late 1960s and early 1970s, e.g. the occupations at Columbia in 1968, major protests across universities in 1969, and events at Kent State and the aftermath in 1970
- The student anti-Vietnam War movement was significant in that it encouraged criticism of the failure of the government to fulfil promised domestic reform, e.g. the Great Society
- Protests by the student anti-Vietnam War movement attracted significant attention from the media and public, e.g. criticism of the violence and injuries seen at protests, and the backlash seen in some instances.

Relevant points which counter the statement may include:

- The Students for a Democratic Society (SDS) were significant in terms of the numbers involved, growing from a small group in Michigan to number around 100,000 by 1968
- The SDS - along with the wider student movement - were significant in terms of the range of issues they encompassed, e.g. SDS's Port Huron Statement addressed issues including racism, poverty, materialism and other social ills
- The SNCC were significant in their campaigns for civil rights
- The women's liberation movement developed a significant presence amongst the student movement, e.g. second-wave feminist groups such as WRAP at the University of Chicago.

Question	
7 (a)	What impression does the author give about the methods used by Martin Luther King in the 1960s? You **must** use Extract G to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

- The author gives the impression that the methods used by Martin Luther King in the 1960s were successful.

This is shown by the following:

- The extract says that King's methods were important, and made a significant contribution to civil rights legislation that was passed
- The language used by the author, including 'significant', 'heart-warming' and 'increased dramatically'
- The author has selected evidence to show King's methods were significant in bringing changes but has not included the less successful efforts, e.g. northern campaign.

Question	
7 (b)	Explain **two** effects of the Red Scare on the USA. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that the Red Scare served as a divisive political issue within US politics, e.g. the presidential election campaign in 1952
- An effect was that the Red Scare contributed to thousands being dismissed from government work, or other industries being placed under suspicion, e.g. the 'Hollywood Ten' were blacklisted
- An effect was that government departments were weakened, e.g. the State Department lost significant capability when staff with expertise in communist nations were removed for suspected communist activities or sympathies.

Question	
7 (c) (i)	'The main reason for the growth of the women's movement, in the years 1963-73. was the contribution made by Betty Friedan.' You may use the following in your answer: • Betty Friedan • Eleanor Roosevelt. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- *The Feminine Mystique* (1963) sold three million copies in its first three years of publication, and its ideas inspired many - predominantly white, middle-class - women
- Betty Friedan's work encouraged many women to become involved in campaigns, e.g. she became the founding president of NOW, which had tens of thousands of members by the 1970s
- Friedan's work contributed campaigns that led to federal government policies including the Equal Pay Act (1963), and Johnson's Executive Order 11375 (1967) banning gender discrimination in federal employment
- Betty Friedan's campaign for ERA (1972) was significant, e.g. it inspired new movements such as the National Women's Political Caucus (1971).

Relevant points which counter the statement may include:

- Eleanor Roosevelt had been able to use her position of prominence to support the advancement of women in a range of areas, e.g. professional and political positions, and in labour unions. These gains continued after her death
- Eleanor Roosevelt initially headed Kennedy's Presidential Commission on the Status of Women, with the report, *American Women* (1963), published after death, being influential in arguing for the removal of obstacles to full participation in the workforce
- 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).

Question	
7 (c) (ii)	'The most significant event in increasing support for civil rights in the 1950s was the death of Emmett Till. You may use the following in your answer: • Emmett Till • the Montgomery Bus Boycott. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The trial and acquittal of Emmett Till's killers increased media coverage of civil rights issues and galvanised public opinion, leading to protests across the USA and increased calls for federal intervention
- The publication of material about the case, including graphic images of Till's corpse, particularly by black publications such as *The Chicago Defender* and *Jet* magazine, meant the murder attracted outrage and support for the civil rights cause
- The murder prompted action by civil rights groups such as the NAACP, and demonstrated they could help in working for justice for black Americans, e.g. the protection they afforded witnesses in the trial encouraged others to stand up
- The case had a significant impact in encouraging other aspects of the civil rights cause, e.g. Rosa Parks' refusal to give up her seat came soon after, and Martin Luther King delivered sermons and speeches which referenced the case.

Relevant points which counter the statement may include:

- The Montgomery Bus Boycott was significant in that it ended segregation on buses in Montgomery, and led to the creation of a grassroots African-American organisation, the Montgomery Improvement Association
- Supreme Court decisions such as those made in the cases of Sweatt v Painter and McLaurin v Oklahoma (1950) and the Brown versus Topeka judgement were significant, giving judicial backing to challenges to discrimination
- Events in Little Rock (1957) were significant, when Eisenhower sent in the 101st Airborne Division to allow black students to attend Central High, demonstrating the federal government's willingness to intervene in order to support integration
- The formation of the Southern Christian Leadership Conference was significant, acting as an umbrella organisation for civil rights groups and demonstrating the importance of African-American ministers in this.

Question	
7 (a)	What impression does the author give about Phyllis Schlafly? You **must** use Extract G to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

- The author gives the impression that Phyllis Schlafly was successful in driving opposition to the women's movement.

This is shown by the following:

- The extract says that Phyllis Schlafly mobilised numerous women to campaign against the women's movement
- The language used by the author, including 'tireless activist', 'countless', 'previously not interested' and 'persuaded' and 'convinced'
- The author has selected evidence to show the significance of Schlafly, but has not included evidence of the backlash she faced.

Question	
7 (b)	Explain **two** effects of the Emmett Till case on civil rights in the 1950s. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of the Emmett Till case was that the acquittal of his killers led to a reaction which increased media coverage of civil rights issues and galvanised public opinion, leading to protests across the USA and increased calls for federal intervention
- An effect of the Emmett Till case was that the publication of material about it, particularly by black publications such as *The Chicago Defender* and *Jet* magazine, meant the murder attracted outrage and support for the civil rights cause
- An effect of the Emmett Till case was that it prompted action by civil rights groups such as the NAACP, showing they could help achieve justice for black Americans, e.g. the protection they afforded witnesses in the trial encouraged others to stand up.

Question	
7 (c) (i)	'The main consequence of the Red Scare was an increase in the importance of Senator McCarthy.' How far do you agree? Explain your answer. You may use the following in your answer: • Senator McCarthy • Anti-communist investigations. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Senator Joseph McCarthy exploited the Red Scare to go from having been voted the worst Senator there was by press correspondents, to being the leading figure of anti-communist activity in the early 1950s
- The Red Scare allowed McCarthy to take on the Chairmanship of a previously unimportant Senate committee, and make it so both he and the committee became the focal point for the search for communists in US politics
- McCarthy became a central figure in Republican campaigns in the 1952 elections, and the growth of his profile is demonstrated by Eisenhower's reluctance to directly confront him, despite his disapproval of McCarthy's methods.

Relevant points which counter the statement may include:

- The obvious excesses of the Red Scare and McCarthy's exploitation of this saw a significant reaction against McCarthy, e.g. media coverage of the Army-McCarthy hearings led to increased public opposition, and his censure by the Senate in 1954
- The Red Scare resulted in increasingly bitter political divisions within US politics, e.g. anti-communist attitudes and perceived weaknesses towards communist infiltration featured in election campaigns in 1950 and 1952
- The Red Scare inflicted significant damage on the lives of thousands of Americans, e.g. thousands lost their jobs
- As a result of anti-communist investigations, government departments were weakened, e.g. the State Department lost significant capability when staff with expertise were removed for suspected communist activities or sympathies
- Actual convictions on the basis of substantiated communist activity resulted from the Red Scare, e.g. the Rosenbergs were found guilty of genuine communist espionage.

Question	
7 (c) (ii)	'The main reason for the growth of Black Power in the 1960s was disappointment with the achievements of previous civil rights campaigns.' How far do you agree? Explain your answer. You may use the following in your answer: • previous civil rights campaigns • Stokely Carmichael. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- A desire for a changing approach came with the increasing realisation that the passing of civil rights legislation alone was not widely transformative, e.g. civil rights legislation had done little to address social and economic inequalities
- Advocates of Black Power highlighted frustrations with the slow-moving efforts of previous efforts to seek improvements through integration, and increasingly came to see self-determination as crucial to achieving equality and justice
- Divisions over the extent of the achievements of civil rights reforms and how campaigns should progress were evident by the mid-1960s, e.g. SNCC members called for a black-only party after the Voting Rights Act had been passed
- The failings of King's 'Northern Crusade' contributed to questioning of methods that had been used thus far, and increased the willingness of activists and leaders to turn to the more radical approaches that Black Power advocated.

Relevant points which counter the statement may include:

- Stokely Carmichael was significant in leading the changing approach within the movement, with his call for 'Black Power' after the Meredith March serving as a rallying cry for a younger generation
- Carmichael wrote the influential book *'Black Power: the Politics of Liberation in America'*, developing understanding of notions of systemic discrimination and institutional racism, and explaining what black people needed to do to challenge these
- Events during the March against Fear played a significant factor in the growth of Black Power, with the shooting of James Meredith and harassment of other marchers encouraging leaders such as McKissick and Carmichael to change their approach
- Other individuals made a significant contribution to the changing direction of the civil rights movement, e.g. Floyd McKissick led CORE to a more radical approach, Bobby Seale and Huey Newton founded the Black Panthers.

Question	
7 (a)	What impression does the author give about the experiences of the Freedom Riders? You **must** use Extract G to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that the Freedom Riders went through a brutal experience.

This is shown by the following:

- The extract says that the Freedom Riders faced violence, and 'some suffered serious injuries'
- The language used by the author, including 'badly beaten', 'savage and violent attacks' and 'severity of the violence'
- The author has selected evidence to show the significance of brutality that faced the Freedom Riders but has not included evidence of the benign white support they received from among members of CORE.

Question	
7 (b)	Explain **two** effects of Martin Luther King's actions on civil rights in the 1950s. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of King's efforts was that his leadership in the Montgomery Bus Boycott challenged segregation in public transport and helped bring about a Supreme Court ruling banning such segregation
- An effect of Martin Luther King's abilities as a powerful and charismatic public speaker drew national attention to the civil rights movement, and his promotion of non-violent tactics inspired numerous civil rights activists to the cause
- An effect of King's efforts was that his significant contribution in setting up the Southern Christian Leadership Conference (and as president from 1957) made a major contribution to various aspects of the civil rights campaign.

Question	
7 (c) (i)	'The main reason for the growth of protest movements in the years 1962–74 was ideas about women's rights.' How far do you agree? Explain your answer. You may use the following in your answer: • ideas about women's rights • Vietnam. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- Radical feminism, which emerged from a generation of educated women, offered intellectual substance to challenge cultural and social inequality; some reacted to finding themselves treated as second-class status within other protest movements
- *The Feminine Mystique* (1963) sold three million copies in its first three years of publication, and its ideas inspired many - predominantly white, middle-class - women
- Betty Friedan's ideas encouraged many women to become involved in campaigns, e.g. she became the founding president of NOW which had tens of thousands of members by the 1970s
- The report published by the Presidential Commission on the Status of Women in 1963, was influential in giving weight to arguments for the removal of obstacles to full participation of women in the workforce.

Relevant points which counter the statement may include:

- Opposition to the Vietnam War united a diverse range of protest movements, including the New Left, Students for a Democratic Society, the Berkeley Free Speech Movement and elements of the black civil rights movement
- Anti-war feeling saw the formation of The Resistance, organising an anti-draft campaign that culminated in a 100,000 strong march on the Pentagon in 1967, with the two-day confrontation contributing to decreasing public support for the war
- Students for a Democratic Society organised protest marches, burned draft cards, held debates and highlighted both the morality of the war, and the impact it had on the USA, e.g. taking money away from LBJ's Great Society programmes
- Protests such as the Berkeley Free Speech Movement resulted from a range of concerns, including civil rights, and the students' own perceived injustice at their treatment at the hands of authorities.

Question	
7 (c) (ii)	'The most significant feature of the Watergate Scandal was the impact on the presidency.' How far do you agree? Explain your answer. You may use the following in your answer: • the presidency • new laws. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The scandal significantly weakened the authority of the presidency prior to Nixon's resignation, as key advisers resigned or were sacked, and his leadership became mired in investigations, and the cover up of these
- The Watergate scandal weakened the President's political position in relation to Congress
- The scandal demonstrated the potential of the judiciary and legislature to act together against the presidency e.g. the Supreme Court's ruling that Nixon hand over the tapes and the subsequent start of impeachment proceedings forcing his resignation
- The scandal and subsequent pardon of Nixon by Nixon's successor Gerald Ford led to a significant loss of confidence in the presidency.

Relevant points which counter the statement may include:

- The Watergate scandal led to new laws being passed, e.g. on freedom of information, openness in government and campaign finance
- The Watergate scandal contributed to Congressional measures to provide greater protection to individuals concerning information gathered about them, amending the Freedom of Information Act and passing a Federal Privacy Act (1974)
- Congress gained greater authority over the federal budget, passing the Congressional Budget and Impoundment Control Act of 1974
- The scandal boosted the Democratic Party, increasing their control of the Senate and Congress in the 1974 mid-term elections.

Question	
7 (a)	What impression does the author give about the anti-Vietnam War protests? You **must** use Extract G to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that the anti-Vietnam War protests were extreme.

This is shown by the following:

- The extract says that the protests saw violent episodes, and provoked a major reaction
- The language used by the author, including 'criminal', 'brutal clashes' and 'horrified'
- The author has selected evidence to show the scale and violence of the protests but has not included specific examples of peaceful protests.

Question	
7 (b)	Explain **two** effects of McCarthyism on the USA in the 1950s. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- McCarthyism fuelled the Red Scare within US politics, increasing investigations into alleged communist activity through bodies such as the Senate sub-committee, and acting as a divisive political issue in elections in 1950 and 1952
- McCarthyism inflicted significant damage on the lives of thousands of Americans, e.g. public naming of suspects damaged reputations, and thousands of government employees lost their jobs on the basis of accusations alone
- As a result of McCarthyism, government departments were weakened, e.g. the State Department lost significant capability when staff with expertise in communist nations were removed for suspected communist activities or sympathies.

Question	
7 (c) (i)	'The main reason why progress was made in the civil rights of black Americans in the 1950s was the influence of the Supreme Court.' How far do you agree? Explain your answer. You may use the following in your answer: • The Supreme Court • President Eisenhower. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- From the 1950s, the Supreme Court began to incorporate the Bill of Rights, and thus force states to abide by it, a significant departure from the approach that had held since the late 19th century
- The appointment of Earl Warren as Chief Justice from 1953 marked a significant shift, from which point the Supreme Court was far more willing to support measures favourable to the civil rights of black Americans
- Supreme Court decisions such as those made in the cases of Sweatt v Painter and McLaurin v Oklahoma (1950) made it more difficult for states to use the notion of 'separate but equal' facilities to deny black Americans their rights
- The Brown versus Topeka judgement was significant, as a judicial backing was given to a challenge to discrimination, unanimously declaring that separate but equal facilities in education were unconstitutional, and should be desegregated.

Relevant points which counter the statement may include:

- President Eisenhower's decision to send 1,000 troops to Little Rock and place the national guard on federal service made a significant contribution to desegregation
- The 1957 Civil Rights Act, proposed by Eisenhower, made a symbolic contribution as the first civil rights legislation in decades, demonstrating the federal government's commitment to progress
- By 1956, the Montgomery Bus Boycott ended segregation on buses in Montgomery, and saw the creation of the Montgomery Improvement Association, demonstrating the effectiveness of grassroots groups in improving in civil rights
- The murder of Emmett Till, and subsequent acquittal of his killers, increased media coverage of civil rights issues and galvanised public opinion, leading to protests across the USA and increased calls for federal intervention.

Question	
7 (c) (ii)	'The most significant development towards gaining civil rights in the 1960s was the growth of the Black Power movement.' How far do you agree? Explain your answer. You may use the following in your answer: • Black Power • the Civil Rights Act (1964.) You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Black Power marked a significant shift in the civil rights movement, with a more confrontational approach, and a more dispersed approach, both geographically and in terms of its social and cultural reach, beyond mere political rights
- Black Power was significant as it raised consciousness and promoted cultural identity, e.g. the 'Black is Beautiful' movement aimed at rejecting judgement against the norms of white culture and society, and positively promoting inherent black virtues
- The emergence of Black Power was significant as it highlighted frustrations with the slow-moving efforts of previous efforts to seek improvements through integration, and increasingly came to see self-determination as crucial to achieving equality.

Relevant points which counter the statement may include:

- The Civil Rights Act (1964) was significant as it specifically outlawed discrimination on the basis of race or colour in voter registration, schools, employment, public spaces and in the provision of services (like theatres and restaurants)
- The Civil Rights Act gave the Federal Government the power to withhold funds from states for federally-funded projects in the event of non-compliance, and the Attorney General the power to enforce desegregation in schools.
- The Voting Rights Act was significant as it forbade discriminatory voting tests and allowed the Attorney General to supervise voter registration. It led to a massive increase in the number of black Americans registered to vote
- The Nation of Islam - and prominent figures such as Elijah Muhammad and Malcolm X - were significant as they developed black militancy and nationalism in response to the perceived failure to address conditions in Northern ghettos
- Numerous other events and campaigns were significant, e.g. the Greensboro sit-in (1960), the March on Washington (1963) and the Mississippi Freedom Summer (1964) all attracted public, media and government attention and support.

Question	
7 (a)	What impression does the author give about Nixon's attitude towards the Watergate Scandal? You **must** use Extract G to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content

Relevant points may include:

- The author gives the impression that Nixon's attitude was one of denial of any wrongdoing

This is shown by the following:

- The extract says that 'he acted as if nothing had changed' and claimed he was innocent of what he was accused of
- The language used by the author, including 'fully in charge', 'repeatedly', and 'angry and resentful'
- The author has selected evidence to show that Nixon was in denial of his responsibility for Watergate, but has not included how he did agree to turn evidence over to the Senate investigation.

Question	
7 (b)	Explain **two** effects of the events at Little Rock (1957) on the USA. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of Little Rock was that it demonstrated the federal government's commitment to enforcing desegregation, with Eisenhower's willingness to federalise the national guard in order to enforce the court ruling
- An effect of Little Rock was that it increased national attention on civil rights issues in the South, with significant media coverage of the enrolment of the nine students
- An effect of events at Little Rock was that it produced resistance and tension within Southern society, e.g. attacks on the nine, Orval Faubus's further attempts to fight desegregation, and the subsequent 'lost year' of school shut-downs.

Question	
7 (c) (i)	'The main reason for changes to the methods used by civil rights protesters in the 1960s was that they had new leaders.' You may use the following in your answer: • new leaders • Martin Luther King. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Malcolm X and Elijah Muhammed criticised previous methods as submissive, argued that only separatism rather than integration would give black Americans autonomy, and contended that non-violence weakened those who were oppressed
- Stokely Carmichael was significant in leading the changing approach within the movement, with his call for 'Black Power' serving as a rallying cry for a younger generation, developing understanding of notions of systemic discrimination
- Other individuals made a significant contribution to the changing direction of the civil rights movement, e.g. Floyd McKissick led CORE to a more radical approach, Bobby Seale and Huey Newton founded the Black Panthers.

Relevant points which counter the statement may include:

- A desire for a changing approach came with the increasing realisation that the passing of civil rights legislation alone was not widely transformative, e.g. civil rights legislation had done little to address social and economic inequalities
- Advocates of Black Power highlighted frustrations with the slow-moving efforts of previous efforts to seek improvements through integration, and increasingly came to see self-determination as crucial to achieving equality and justice
- Divisions over the extent of the achievements of civil rights reforms and how campaigns should progress were evident by the mid-1960s, e.g. SNCC members called for a black-only party after the Voting Rights Act had been passed
- The failings of King's 'Northern Crusade' contributed to questioning of methods that had been used thus far, and increased the willingness of activists to turn to the more radical approaches that Black Power advocated
- Events during the March against Fear played a significant part in the growth of Black Power, with the shooting of James Meredith and harassment of other marchers encouraging leaders such as McKissick and Carmichael to change their approach.

Question	
7 (c) (ii)	'The main consequences of the protest movements that emerged in the 1960s were the gains made by women.' You may use the following in your answer: • women • the student movement. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- The women's liberation movement contributed to the extension of laws banning discrimination to educational establishments, with Title IX of the Educational Amendments Act being passed in 1972
- NOW successfully fought anti-discrimination cases in the courts, e.g. Weeks v. Southern Bell (1969), and campaigns against and boycotts of companies which followed discriminatory practices
- Campaigning by the women's liberation movement led to gains on issues such as publicly-funded child-care and the repeal of abortion laws, e.g. with Roe v Wade (1973).

Relevant points which counter the statement may include:

- The student movement saw development in terms of the range of issues it had an impact on, including racism, poverty, free speech, student rights and the Vietnam War
- The SDS contributed to changing attitudes towards the war in Vietnam, and helped to force a shift in government policy and make the withdrawal from Vietnam more likely
- Support from student societies for the civil rights campaign, such as rallies and marches, provided greater publicity for black civil rights and showed that American youths would not tolerate discrimination and segregation
- Anti-Vietnam protests took on great significance in their own right, and had an impact on US politics, e.g. it contributed to LBJ's being challenged and his decision not to run
- The anti-Vietnam War movement encouraged criticism of the failure of the government to fulfil promised domestic reform, e.g. the Great Society.

Question	
7 (a)	What impression does the author give about the contribution of Rosa Parks to the Montgomery Bus Boycott? You **must** use Extract G to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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 Rosa Parks' contribution was important.

This is shown by the following:

- The extract says that Rosa Parks' actions made a major contribution towards desegregation, and that she took 'great personal risks' in doing so
- The language the author uses, including 'courageous individuals', 'great personal risks', and 'remarkable unity'
- 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.

Question	
7 (b)	Explain **two** effects of the Watergate scandal on US politics. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include the following:

- 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
- 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
- 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.

Question	
7 (c) (i)	'The main reason for the downfall of McCarthy was the media.' How far do you agree? Explain your answer. You may use the following in your answer: • the media • the army. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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Indicative content

Relevant points which support the statement may include the following:

- Television coverage of the Army-McCarthy hearings contributed to McCarthy's downfall as they meant the public saw his aggressive methods
- Ed Murrow's documentary on McCarthyism, which highlighted McCarthy's tactics and abuse of the truth, led to a public backlash against McCarthy
- 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
- 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.

Relevant points which counter the statement may include the following:

- 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
- 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
- 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
- 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.

Question	
7 (c) (ii)	'The main consequence of the women's movement was the creation of opposition to their own movement.' How far do you agree? Explain your answer. You may use the following in your answer: • opposition • legal changes. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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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	
7 (a)	What impression does the author give about the Selma March? You **must** use Extract G to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include the following:

The author gives the impression that the reaction to the Selma march was disproportionate.

This is shown by the following:

- 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)	Explain **two** effects of the women's liberation movement on the USA. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include the following:

- 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 Roe v Wade (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)	'The main reason for the Red Scare, in the years c1945-54, was the Cold War.' How far do you agree? Explain your answer. You may use the following in your answer: • the Cold War • the Hiss and Rosenberg cases. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include the following:

- Concerns over the domestic threat of communism began in tandem with Cold War events in the mid to late 1940s, e.g. Truman established his loyalty programme within days of the Truman Doctrine
- HUAC accusations of communist subversion were increased during the Cold War, e.g. it was made a permanent committee in 1946, and was more sharply focused against communism
- The 'fall of China' in 1949 and outbreak of war in Korea in 1950 fuelled concerns over domestic communism within the US political scene and the American public
- Patriotic groups such as the American Legion added to concerns over anticommunism, e.g. criticising perceived failures in the Cold War effort and demanding strong action over events such as the Korean War.

Relevant points which counter the statement may include the following:

- Genuine espionage helped create concerns over the threat of communism, e.g. the Alger Hiss case and the arrest and eventual execution of the Rosenbergs
- McCarthy's claims fuelled partisan division over the response to communism, e.g. accusations over the Truman administration's response to communism, or the partisan division seen during the Tydings Committee hearings of the early 1950s
- McCarthy's personal motivation was a reason, e.g. he used the Senate Subcommittee to extend his accusations and investigations into organisations such as the Voice of America radio broadcast and the US Army
- Electoral and partisan political concerns drove anti-communism, e.g. the Democrats sought to appear tough against communist threats, and Republican accusations of subversion were used against the Democrats, e.g. Nixon in 1952.

Question	
7 (c) (ii)	'The main consequence, in the 1950s, of civil rights protests was desegregation within transport.' How far do you agree? Explain your answer. You may use the following in your answer: • desegregation within transport • education. • You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include the following:

- Pressure from civil rights campaigners contributed to the shift in federal support seen in the Interstate Commerce Commission establishing that desegregation on interstate transportation was illegal, e.g. Keys v. Carolina Coach Co. (1955)
- The efforts of civil rights campaigners brought about significant national attention to the issue of segregation in the Montgomery Bus Boycott, and were successful in desegregating bus services in Montgomery
- The efforts of campaigners including the NAACP were successful in bringing a federal case based on discrimination, which resulted in the ruling in Browder v Gayle (1956) that bus segregation was unconstitutional.

Relevant points which counter the statement may include the following:

- The campaign successfully appealed to the Supreme Court in the case of Brown v Board of Education of Topeka (1954), which resulted in the court ruling that segregation was unconstitutional
- The NAACP's legal campaign led to Brown v Topeka II (1955), in which the Supreme Court ruled that schools in the USA should be desegregated 'with all deliberate speed'
- Civil rights groups such as the NAACP pressured school boards into implementing integration, prompting the enrolment of black students at Little Rock, which in turn triggered federal intervention
- Civil rights campaigners played a role in prompting Eisenhower to get Congress to pass the Civil Rights Act (1957), which led to increases in voter registration
- The civil right protests led to the emergence of leaders such as MLK and groups such as SCLC, whose organisation and methods furthered the cause of civil rights.

Question	Mark scheme
6 (a)	What impression does the author give about relations between the allies at the Tehran Conference? You **must** use Extract F to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that there were significant difficulties in relations.

This is shown by the following:

- The extract says that there was strain over the opening up of a Second Front
- The language used by the author, including 'key tension', 'severe losses', 'urgent necessity' and 'suspicious'
- The author has selected evidence to show reasons for tension in the different needs and priorities of the USSR from those of Britain and the USA, and has not included examples such as the agreements over Poland and the war against Japan.

Question	Mark scheme
6 (b)	Explain **two** effects of the thaw in relations between the USA and THE Soviet Union from 1963 on the Cold War. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- Improved relations after the Cuban Missile Crisis led to the establishment of the telephone 'hotline' between the leadership of the USA and Soviet Union
- As a result of the thaw in relations, treaties were signed limiting the testing and spread of nuclear weapons, e.g. the Partial Test Ban Treaty (1963) and Non-Proliferation Treaty (1968), reducing the dangers suggested by Mutually Assured Destruction
- By 1972, the USA and USSR had negotiated some limits to the growth of their nuclear capabilities, e.g. the SALT 1 limits on strategic ballistic missiles, reducing the need for both sides to spend vast sums on defence.

Question	Mark scheme
6 (c) (i)	'The main reason for the development of the Cold War, in the years 1945–49, was the actions of the Soviet Union in Eastern Europe.' How far do you agree? Explain your answer. You may use the following in your answer: • Soviet actions in Eastern Europe • the Truman Doctrine. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

Indicative content

Relevant points which support the statement may include:

- Stalin's role in the failure to follow through with promises made during the wartime conferences to allow non-communists into government in Poland strained relations between the USA and USSR
- Soviet support led to the setting up of communist regimes in several Eastern European nations against the electorate's wishes, e.g. Rakosi had established himself as the dictator of Hungary by 1949, heightening Cold War fears over Europe
- The growth of satellite states under Soviet influence prompted warnings and the threat of reprisals from the West, e.g. Churchill's 'Iron Curtain' speech and the issuing of the Truman Doctrine in 1947
- The establishment of Soviet-dominated organisations such as Cominform and Comecon contributed to the division of Europe into two power blocs, increasing tension.

Relevant points which counter the statement may include:

- The input of western politicians and diplomats in the 'war of words' contributed to an escalation of tension, e.g. Churchill's 'Iron Curtain' speech provoked a reaction from Stalin

- Truman's actions in 1947 marked a decisive shift in the USA's approach, e.g. raising the Truman Doctrine's promise of support to nations to contain the spread of communism
- In giving billions of dollars of aid to the 16 OEEC nations, the Marshall Plan exacerbated the divide between Eastern and Western Europe, and further strained relations between the Soviets and the USA
- Practical disagreements over Germany had an impact on the relations, e.g. the merging of the allied zones and new currency angered Stalin.

Question	Mark scheme
6 (c) (ii)	'The most significant development in the Cold War, in the 1950s, was the Soviet invasion of Hungary.' How far do you agree? Explain your answer. You may use the following in your answer: • the Soviet invasion of Hungary • the nuclear arms race. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

Indicative content

Relevant points which support the statement may include:

- 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 US 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 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 UNO
- Khrushchev's attempts to reshape communist control with deStalinisation, and improving relations with the West through attempts to achieve peaceful coexistence

- The development of the arms race was significant, with both the USA and USSR developing thermonuclear weapons by 1953, with concerns on both sides over the relative strength of their military capabilities
- 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.

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

Question	Mark scheme
6 (a)	What impression does the author give about Truman's attitude towards the Soviet Union? You **must** use Extract F to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

- The author gives the impression that Truman's attitude was hostile.

This is shown by the following:

- The extract says that in his discussions with the Soviets, Truman 'doubted that the USA and Soviet Union could remain friendly after the war'
- The language used by the author, including 'angrily', and 'bossed around'
- The author has selected evidence to show that Truman's dealings with Molotov and unwillingness to cooperate in negotiations were problematic, and has not included examples of any concessions Truman made, e.g. over Czechoslovakia.

Question	Mark scheme
6 (b)	Explain **two** effects of the Truman Doctrine on international relations. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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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.

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

Indicative content

Relevant points may include:

- The Truman Doctrine established the principle of containment backed by US financial and military support, demonstrating that the USA had rejected isolationism
- The doctrine made a significant contribution to the division of Europe into two rival groups, linking Western nations to the USA and provoking a reaction amongst the Soviet Union and its allies
- Through the US support the Truman Doctrine secured, it successfully prevented communism in Greece and helped ensure Turkey was not threatened.

Question	Mark scheme
6 (c) (i)	'The main consequence of the Soviet invasion of Hungary was that Soviet control was restored.' How far do you agree? Explain your answer. You may use the following in your answer: • Soviet control • international criticism. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

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

Relevant points which counter the statement may include:

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

Question	Mark scheme
6 (c) (ii)	'The main reason for the Cuban Missile Crisis was the actions of the USA.' How far do you agree? Explain your answer. You may use the following in your answer: • the actions of the USA • the Cuban Revolution. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

Indicative content

Relevant points which support the statement may include:

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

Relevant points which counter the statement may include:

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

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

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

Question	
6 (a)	What impression does the author give about the impact de-Stalinisation had on Soviet control of Hungary? You **must** use Extract F to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that de-Stalinisation undermined Soviet control of Hungary.

This is shown by the following:

- The extract says that de-Stalinisation 'encouraged reform', which resulted in demands for further reform
- The language used by the author, including 'criticising… terror', 'wave of disturbances', and 'increasingly violent'
- The author has selected evidence to show it was de-Stalinisation which weakened Soviet control of Hungary, and has not included evidence of pre-existing frustrations, or continued support for Soviet backing amongst hard-line communists.

Question	
6 (b)	Explain **two** effects of the Soviet Union invasion of Czechoslovakia (1968) on international relations. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- The Brezhnev Doctrine reduced the threat of conflict over 'containment' between the East and West, due to the assertion of the Soviet Union's claim to defend communist control in established territories, and the effective US acceptance of this
- The Soviet Union faced criticism from Yugoslavia and Romania as a result of the Soviet invasion, and Albania withdrew from the Warsaw Pact in protest over the invasion
- The Soviet Union's response was positively received by the leadership of Poland, East Germany and others who had seen the reforms as being too liberal, and a threat to communism.

Question	
6 (c) (i)	'The main reason for the Berlin Crisis of 1948-49 was the actions of the western powers.' How far do you agree? Explain your answer. You may use the following in your answer: • the actions of the western powers • the Soviet blockade of Berlin. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

Indicative content

Relevant points which support the statement may include:

- 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
- 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
- The acceptance of Marshall Aid by the Western zones created significant differences in living standards, most starkly evident in Berlin, and was seen by Stalin as an attempt to undermine Soviet influence, resulting in Soviet retaliatory stops of road traffic
- 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.

Relevant points which counter the statement may include:

- 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
- Soviet interference in Berlin politics contributed to a breakdown in cooperation between Communists and others in Berlin, e.g. preventing the democratically-elected Mayor from taking up his post
- 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
- 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.

Question	
6 (c) (ii)	'The most significant feature of the move towards Détente in the years 1963-72, was the SALT talks and treaty.' How far do you agree? Explain your answer. You may use the following in your answer: • the SALT talks and treaty • the Test Ban Treaty. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

Indicative content

Relevant points which support the statement may include:

- The Strategic Arms Limitation Agreement, signed in May 1972, was the high point of Détente, as the culmination of negotiations which had first begun in 1968, with significant agreement on areas the two superpowers had found difficult
- By reaching agreement on anti-ballistic missiles the ABM Treaty was significant, maintaining the notion of deterrence through retaliation, as the Treaty discouraged the idea that a 'first strike' could be successful
- The SALT treaty was also significant in agreeing interim limitations on the number of intercontinental ballistic missiles and submarine-launched ballistic missiles each side could possess
- The talks also proved significant in how the Basic Principles Agreement (1972) laid out guidelines on how relations between the USA and Soviet Union were conducted, emphasising peaceful coexistence and mutual restraint.

Relevant points which counter the statement may include:

- The Limited or Partial Test Ban Treaty of 1963 was significant, as it was seen as a crucial first step in controlling the growth of nuclear weapons
- The Partial Test Ban Treaty of 1963 was significant as, coming soon after the Cuban Missile Crisis, it demonstrated how attitudes had changed, with the Soviets having rejected similar proposals in 1961
- The 'hotline' established between the White House and Kremlin in 1963 was significant as it helped to prevent the risk of war by accident, as well as demonstrating globally that the two superpowers wished to prevent a repeat of the 1962 crisis
- The Outer Space Treaty of 1967 was significant in banning the placement and testing of weapons in space, and the use of space for military manoeuvres.

Question	
6 (a)	What impression does the author give about give about the SALT talks? You **must** use Extract F to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that the SALT talks were difficult.

This is shown by the following:

- The extract says that the talks were 'slow', there was a reluctance to limit new missile technologies
- The language used by the author, including 'anger', 'drawn out', and 'less willing to give way'
- The author has selected evidence to show how and why the USA was reluctant to give ground, and has not included examples of what was achieved with regards to the defensive weapons, e.g. the ABM Treaty.

Question	
6 (b)	Explain **two** effects of ideological differences on relations between the Soviet Union and the USA in the years 1943-49. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- Ideological differences led to tension as Stalin believed delays in the opening of a second front were motivated by anti-communism, whilst the western powers suspected Stalin's approach to Poland was driven by a desire to expand communist influence
- Ideological differences led to increased American intervention in Europe from 1947, e.g. the Truman Doctrine and Marshall Plan were both aimed at preventing the spread of communism, with the latter being seen by the Soviets as 'dollar imperialism'
- Ideological differences contributed to the Berlin Crisis of 1948-49, e.g. Stalin had tried to secure communist control of the Berlin city council, and feared attempts to establish a democratic constitution in the Western zones would undermine communist control of the Soviet zone.

Question	
6 (c) (i)	'The main reason for the Hungarian uprising of 1956 was Soviet control.' How far do you agree? Explain your answer. You may use the following in your answer: • Soviet control • de-Stalinisation. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

Indicative content

Relevant points which support the statement may include:

- The harsh nature of Soviet-backed rule, such as the imprisonment of c200,000 opponents and the actions of the AVH, had created significant unhappiness within Hungary
- Soviet economic control contributed to a reduction in living standards which increased resentment towards the Soviet-back Rakosi regime, e.g. Comecon meant unfair terms of trade, and economic plans which prioritised heavy industry over consumer goods
- Soviet influence in cultural life created resentment which contributed towards the uprising, e.g. the mandatory teaching of Russian language in schools, and restrictions on Catholic worship.

Relevant points which counter the statement may include:

- It was only after de-Stalinisation increased the hope of reform, after Khrushchev's 'Secret Speech', that there was significant willingness amongst opponents to the regime to demand change
- Frustration with the Rakosi government, when there was no reform forthcoming, contributed to Rakosi being removed from power in July 1956 in the face of increasing unrest
- The immediate triggers of the unrest of October 1956 were a combination of bad harvests, food shortages and bread shortages, which contributed to riots and student-led protests demanding reform

- The appointment of Imre Nagy and the withdrawal of the Red Army from Hungary raised expectations amongst reformers, contributing to increased demands, culminating in the request to leave the Warsaw Pact
- The expectation that Western support would materialise bolstered the protestors, e.g. the request to be recognised by the UN, and the encouragement given by Radio Free Europe leading protestors to believe US backing would be forthcoming.

Question	
6 (c) (ii)	'The main consequence of the Soviet invasion of Czechoslovakia was the establishment of the Brezhnev Doctrine.' How far do you agree? Explain your answer. You may use the following in your answer: • the Brezhnev doctrine • international criticism of the Soviet Union. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

Indicative content

Relevant points which support the statement may include:

- Brezhnev argued that the actions of Dubcek had threatened to undermine the Warsaw Pact, and thus the Soviet invasion led to the Brezhnev Doctrine as it made it necessary to justify Soviet authority over Hungary and other satellite states
- As a result of the Soviet invasion, the Brezhnev Doctrine was introduced to send a message to the west that the Soviet Union would not allow liberalisation
- The Brezhnev Doctrine resulted from the Soviet invasion in order to warn off further would-be uprisings in Eastern Europe, negating any future need for actual Soviet military intervention.

Relevant points which counter the statement may include:

- The Soviet response provoked a critical response from communist supporters in Western nations, e.g. Communist Party members resigned, or Communist Parties declared independence from Soviet communism
- The Soviet Union faced criticism from Yugoslavia and Romania as a result of the Soviet invasion, and Albania withdrew from the Warsaw Pact in protest over the invasion
- As a consequence of the Soviet invasion, there was a reduced threat of conflict over 'containment' between the East and West, as the USA accepted the Soviet reassertion of its claim over Eastern Europe

- The Soviet invasion of Czechoslovakia ended the hope for reform, reasserting hardline communist and Soviet control over the nation
- The Soviet Union's response was positively received by the leadership of Poland, East Germany, and indeed traditional communists within Czechoslovakia, who had seen the reforms as being too liberal, and a threat to communism.

Question	
6 (a)	What impression does the author give about relations between the USA and the Soviet Union after the Cuban Missile Crisis? You **must** use Extract F to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that relations between the USA and Soviet Union after the Cuban Missile Crisis were positive.

This is shown by the following:

- The extract says that there was a 'attempt to improve relations'
- The language used by the author, including 'serious', 'always attempts' and 'genuine willingness'
- The author has selected evidence to show the positive aspects of relations and has not included evidence to show areas of tension, e.g. the Brezhnev Doctrine.

Question	
6 (b)	Explain **two** effects of Churchill's 'iron curtain' speech on the development of the Cold War in the 1940s. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

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

Indicative content

Relevant points may include:

- Churchill's speech had the effect of stirring Truman into taking a stronger 'iron fist' approach towards the Soviet Union
- The 'iron curtain' speech helped shift US public and political opinion, much of which was still favourable towards the USSR, against Stalin and the Soviet Union, making it easier for Truman to take a tougher stance
- Churchill's words irked Stalin, who responded by calling Churchill a 'warmonger', along with his 'friends' in Britain and the USA, and thus the speech contributed to taking relations between East and West to a new low.

Question	
6 (c) (i)	'The most significant feature of the conferences in the years 1943-45 was disagreement over Poland.' How far do you agree? Explain your answer. You may use the following in your answer: • disagreement over Poland • tension between Stalin and Truman. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- Significant tension over Poland between the allies was evident at the Tehran Conference in 1943, e.g. the Katyn Forest massacre already discovered, and the British in particular were wary of the intentions of the Soviets
- Stalin's demands that the border with Poland be moved westward, along with the presence of Soviet troops in Poland, was a source of tension at Yalta
- At Yalta, Stalin was adamant that Soviet interests in Poland be recognised; US officials in FDR's team were disgusted, seeing the promise of a 'broadly based' government as paying lip service to notion of genuinely free future elections
- At Potsdam, it was evident that Stalin had broken the agreement to allow the creation of a government of national unity in Poland.

Relevant points to counter the statement may include the following.

- Personal tension between Stalin and Truman at Potsdam was significant as Truman was suspicious over Stalin and his motives, and in return Stalin was angered that Truman had not consulted him over the USA's testing of the atomic bomb
- Genuine positive relations between the allies was a key feature, e.g. collaboration between the leaders at Tehran and Yalta, with a desire to work together to overcome the Nazis and Japanese
- Tension over other issues was a significant feature, e.g. at Tehran there was tension over the opening of a Second Front, and, at Potsdam, they disagreed over the treatment of Germany
- Efforts to shape the post-war settlement were a significant feature of the conferences, with discussion of issues such as the setting up of the United Nations Organisation, establishment of UNO, or the punishment of war criminals.

Question	
6 (c) (ii)	'Developments in Hungary were the main reason for changing relations between the Soviet Union and the Western powers in the 1950s.' How far do you agree? Explain your answer. You may use the following in your answer: • Hungary • the arms race. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The early stages of the Hungarian uprising raised the possibility of Western intervention within the Soviet sphere, e.g. Western radio broadcasts in Hungary and the US Secretary of State Dulles seemed to offer encouragement to protesters
- The Soviet invasion of Hungary had a negative impact on support for communism within Western nations, e.g. many members of communist parties in Western Europe resigned, and c200,000 Hungarians subsequently went into exile
- The Soviet invasion demonstrated the limits of de-Stalinisation and peaceful coexistence, limiting hopes of an easing of tension, contributing to the renewal of pressure seen with the ultimatum over Berlin in the late 1950s.

Relevant points which counter the statement may include:

- Events in Hungary showed continuity, as the response to the Soviet invasion demonstrated that the US accepted that existing communist nations within Eastern Europe were within a Soviet sphere of influence in which it would not intervene
- The development of the arms race was significant in increasing tension, with both the USA and USSR increasing military spending in the early 1950s, and both having developed thermonuclear weapons by 1953
- The late 1950s saw an escalation in the arms race, with the USA seeing Soviet advances such as Sputnik as a military threat, and thus increasing its spending on conventional bombers and the development of missile technology
- 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 UNO
- 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 (a)	What impression does the author give about détente by 1972? You **must** use Extract F to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that détente was extensive by 1972.

This is shown by the following:

- The extract says that 'détente grew…seven agreements'
- The language used by the author, including 'success', 'historic trip' and 'considerable'
- The author has selected evidence to show the positive aspects, such as the prevention of military clashes, and has not included evidence to show the limited scope of the agreements made.

Question	
6 (b)	Explain **two** effects of Khrushchev's policy of peaceful co-existence on the development of the Cold War in the 1950s. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- Peaceful co-existence lessened the threat of war, e.g. there was a reduction in the number of Soviet military bases, and an improved outlook amongst the populations of both the USA and Soviet Union towards the other
- Peaceful co-existence 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
- Khrushchev's interpretation of peaceful coexistence did lead to increased competition and even to tension, with increased investment in the nuclear arms race, space race and a 'propaganda war' between the two superpowers.

Question	
6 (c) (i)	'Ideological differences were the main reason for disagreements between the Soviet Union and the Western powers in the years 1943-49.' How far do you agree? Explain your answer. You may use the following in your answer: • ideological differences • Stalin's actions. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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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 which support the statement may include:

- Ideological differences led to tension, as Stalin believed delays in the opening of a second front were motivated by anti-communism, whilst the western powers saw Stalin's approach to Poland as driven by a desire to expand communist influence
- Ideological differences were evident in the 'war of words', e.g. the mutual suspicion seen in the Kennan and Novikov Telegrams and the 'Iron Curtain' speech regarding the other side's desire to extend their ideological influence
- Ideological differences led to increased American intervention in Europe from 1947, e.g. the Truman Doctrine and Marshall Plan were both aimed at containing the spread of communism
- Ideological differences contributed to the Berlin Crisis of 1948-49, e.g. Stalin feared attempts to establish a democratic constitution in the Western zones would undermine communist control of the Soviet zone.

Relevant points to counter the statement may include the following.

- The personal relationship between Truman and Stalin contributed to disagreements, with Truman's attempts to assert his authority in the Potsdam Conference. Rivalry thus increased from the Potsdam Conference onwards
- Stalin's actions in Eastern Europe were motivated by the need to establish a 'buffer zone' of friendly nations in Eastern Europe, but came to be seen by Truman as aggression by Stalin
- The Marshall Plan increased divisions between East and West, as American funds contributed to the growing disparity between West and East, whilst also highlighting the economic weaknesses of the Soviet Union
- Stalin's actions over Berlin increased disagreement between the powers, with the blockade and airlift serving as an open rift between the former allies.

Question	
6 (c) (ii)	'The crisis over Cuba was the most significant crisis between the USA and the Soviet Union in the years 1960–68.' How far do you agree? Explain your answer. You may use the following in your answer: • Cuba • Berlin. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The crisis over Cuba saw increasing concern within the USA at the notion of a near neighbour developing such close relations with the Soviet Union
- US involvement in the failed Bay of Pigs invasion strengthened Castro's position in Cuba, drew Cuba and the Soviet Union closer together, and resulted in increased arms shipments to Cuba through the spring and summer of 1962
- The discovery of the development of nuclear ballistic missile sites in Cuba saw a crisis which many on both sides felt was the closest the US and Soviet Union came to direct confrontation
- The resolution of the crisis was significant both in appearing as a victory for Kennedy, with Khrushchev having backed down, as well as in leading to both the US and Soviet Union taking steps to mitigate against future crises, e.g. establishing the hotline.

Relevant points to counter the statement may include the following.

- 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
- Kennedy's visit to West Berlin following the building of the Wall increased rivalry when he made speeches promising American support for West Berlin
- The U2 Crisis of 1960 increased tension between the two superpowers. There were bitter exchanges between Khrushchev and Eisenhower at the Paris Summit.
- The Soviet invasion of Czechoslovakia in 1968 worsened relations between the superpowers, with the USA protesting about Soviet actions.

Question	
6 (a)	What impression does the author give about the impact of the attitudes of the Soviet Union and the West in 1945? You **must** use Extract F to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

- The author gives the impression that attitudes created significant tensions

This is shown by the following:

- The extract says that problems existed before 1945 and the Alliance was a convenient temporary arrangement
- The language used by the author, including 'hostility', 'hostile', 'took advantage of' and 'expand Communism'
- The author has selected evidence to show examples of tension but has not included attempts to work around their respective differences at the end of the Second World War.

Question	
6 (b)	Explain **two** effects of the Soviet invasion of Hungary on the Cold War. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was, as a result of the successful invasion of Hungary, it became clear that protestors and reformers within the Eastern Bloc would not receive Western military support
- An effect was that the invasion strengthened the Warsaw Pact, as it contributed to Soviet control being reasserted across the rest of Eastern Europe, with the invasion demonstrating that no nation would be allowed to leave the Warsaw Pact
- An effect was that the reactions of both East and West established the effective stalemate in Cold War Europe, as it clarified when the Soviet Union would act to safeguard its sphere of influence, and that the USA would not directly challenge this.

Question	
6 (c) (i)	'The main reason for the crisis over Berlin, in the years, 1960-61 was the refugee problem.' You may use the following in your answer: • the refugee problem • the U2 incident (1960). You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- 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
- Soviet and East German concerns that the West was encouraging the defection of refugees, e.g. through propaganda and the provision of employment and housing, increased tension and the desire to act over Berlin
- The refugee problem was a propaganda disaster for Khrushchev and 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 U2 incident (1960) led to the failure of planned negotiations over the issue of Berlin, increasing tension over the issue
- 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	
6 (c) (ii)	'The most significant development in the Cold War, in the years 1947-49, was the Truman Doctrine.' How far do you agree? Explain your answer. You may use the following in your answer: • the Truman Doctrine (1947) • the Berlin Crisis (1948-49). You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Truman Doctrine was a significant development as it marked the USA's break from cooperation with the USSR to one of a degree of confrontation, demonstrating to Stalin the USA's willingness to act to contain the spread of communism
- The Truman Doctrine was significant as it committed the USA to the defence of Western Europe, and so marked a key step in the division of Europe between East and West
- The Truman Doctrine was significant as the USA committed to provide military assistance and financial aid to nations under threat from communist activity.

Relevant points which counter the statement may include:

- The Berlin Crisis was significant in that it increased the rivalry between the superpowers, with the USA portraying it as a significant victory, and Stalin seeing it as a humiliation he had to right, leading to the collapse of cooperation over Germany
- The Berlin Crisis was significant as it convinced Truman and the West of the need to strengthen Western Europe against Soviet expansion, leading to the establishment of military alliances
- Marshall Aid was a significant development, demonstrating the USA's economic power, creating tension with the USSR and furthering the division of Europe into two different economic systems
- The growth of Soviet influence in Eastern Europe was significant, with the effective fall of governments in a raft of nations, confirming Churchill's warning of an 'iron curtain' dividing Europe on ideological lines
- The setting up of NATO was a significant development, as a formal military alliance tying the USA – for the first time – into such a formal alliance in peacetime.

Question	
6 (a)	What impression does the author give about Rakosi's rule in Hungary? You **must** use Extract F to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include:

- The author gives the impression that Rakosi's rule was extremely harsh.

This is shown by the following:

- The extract says that Rakosi turned Hungary into an oppressive dictatorship, with falling living standards
- The language used by the author, including 'terror and brutality, 'hated and dreaded' and 'fall even further'
- The author has selected evidence to show examples of harshness under Rakosi's rule, but has not included how Rakosi supported Communist Party loyalists with rewards.

Question	
6 (b)	Explain two effects of ideological differences on relations between the Soviet Union and the West. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- Ideological differences led to tension as Stalin believed delays in the opening of a second front were motivated by anti-communism, whilst the western powers saw Stalin's approach to Poland as driven by a desire to expand communist influence
- Ideological differences were significant in Churchill's suspicions over the threat the Soviet Union posed to capitalist democracies, seen through his reservations during the wartime conferences and in the 'Iron Curtain' speech
- Ideological differences contributed to disagreements over Poland, e.g. Stalin's desire to ensure a 'friendly' communist government was installed, against the express wishes and promises of the Western powers.

Question	
6 (c) (i)	'The main reason for the thaw in superpower relations from 1963 was the Cuban Missile Crisis.' You may use the following in your answer: • the Cuban Missile Crisis • nuclear weapons. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- As the Cuban Missile Crisis was felt by many to have been the closest the US and Soviet Union came to direct confrontation, it increased the desire to return to attempts to progress through discussions, after failures such as Paris
- The Cuban Missile Crisis led directly to efforts to ensure improved communication between the two sides to prevent incidents escalating, e.g. establishing the Hotline
- The Cuban Missile Crisis saw both sides make tangible concessions to reduce the military threat and foster better relations, e.g. the removal of Soviet missiles from Cuba in return for US promises not to invade there, or the USA's missiles in Turkey
- It was only after the renewed attempts to make progress, after the Cuban Missile Crisis, that the Soviet Union was willing to commit to signing the Test Ban Treaty.

Relevant points which counter the statement may include:

- The Test Ban Treaty had been put forward by the Western powers in 1961 out of a desire to end the atmospheric testing of nuclear weapons
- Khrushchev had expressed a strong desire to limit nuclear testing well before the Cuban Missile Crisis, calling for a halt to nuclear testing back in 1958
- The development of the notion of Mutually Assured Destruction contributed to the thaw in relations, as both sides came to recognise the need for a different approach to superpower relations
- Increasing US awareness of the growing divide between the Soviet Union and China from 1963, and thus the diminishing fear of communist dominance, contributed to the willingness of the superpowers to conduct relations through negotiation.

Question	
6 (c) (ii)	'The main consequence of Soviet expansion in Eastern Europe in the years 1945-49 was the division of Europe into two rival groups.' How far do you agree? Explain your answer. You may use the following in your answer: • the division of Europe • the Marshall Plan. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The expansion of Russian influence in Eastern Europe meant that two separate power blocs were clearly forming, e.g. Bulgaria, Hungary, Romania, Poland and the Baltic States were all members of Cominform by 1947
- The growth of satellite states under Soviet influence prompted warnings and the threat of reprisals from the West, e.g. Churchill's 'Iron Curtain' speech and the issuing of the Truman Doctrine in 1947
- The establishment of Soviet-dominated organisations such as Cominform and Comecon contributed to the division of Europe into two power blocs, increasing tension
- Stalin's blockade led to the formal division of Germany in 1949, with the East being established as a communist state, which in turn led to the formation of military alliances, e.g. NATO.

Relevant points which counter the statement may include:

- Soviet expansion in Eastern Europe led to direct efforts by the USA to try to contain communism and prevent further expansion, e.g. the Marshall Plan to boost capitalism in the West
- Soviet expansion led to millions of Eastern Europeans finding themselves living under communist one-party rule by 1949
- Soviet expansion led to tension and fallout amongst communist leaders, e.g. Tito's Yugoslavia fell out with the Soviet Union and was expelled from Cominform in 1948
- Soviet expansion led to oppression in Eastern Europe, e.g. non-communist leaders and opponents were imprisoned, beaten and executed, others were forced into exile.

Question	
6 (a)	What impression does the author give about why Stalin decided to blockade Berlin? You **must** use Extract F to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

- The author gives the impression that Stalin blockaded Berlin in the hope of taking it over.

This is shown by the following:

- The extract says that 'Stalin believed that this would force the Allies out of Berlin and make Berlin entirely dependent on the USSR.'
- The language used by the author, including 'stamp his authority', 'force the allies out of Berlin', and 'be seen as an aggressive act of war'
- The author has selected evidence to show that Stalin's actions were well judged in response the USA's actions in Germany but has not included evidence of the Allies' reactions and the failure of the blockade.

Question	
6 (b)	Explain **two** effects of the Tehran Conference on relations between the Soviet Union and the West. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that, as the first major meeting between the leaders of the 'Big Three', Tehran Conference established a largely positive personal relationship between Stalin, FDR and Churchill
- An effect of the Tehran Conference was that the outline of broader international cooperation was established, e.g. discussion of plans for the future United Nations
- An effect of the Tehran Conference was that agreements were made which would have implications for relations after the war, e.g. those made over the Second Front in Europe and Soviet involvement against Japan shaped the Cold War.

Question	
6 (c) (i)	'The most significant development in the Cold War during the 1950s was the Korean War.' You may use the following in your answer: • the Korean War • the Soviet invasion of Hungary. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Korean War was significant in terms of the spread of the Cold War into Asia, and also demonstrated the potential of China and the role of organisations such as the UN
- The Korean War was a major escalation of hostilities, with outright and prolonged fighting between the Western and communist powers, and fears of another 'hot' war somewhere in the world that remained even after the armistice was signed
- The Korean War was significant as the USA's initial unpreparedness, fears of the 'domino effect' and China's support for the USSR, led to the USA redoubling its determination to resist communist expansion, so stoking Superpower tensions
- The Korean War contributed to the escalation of arms spending in the USA during the 1950s and, hence, the Superpower arms race, as the USSR sought to keep up.

Relevant points which counter the statement may include:

- The Soviet invasion of Hungary was significant, as it ended the most significant internal challenge to Soviet control of Eastern Europe in the period, and demonstrated that the Soviet Union would act firmly to defend the Warsaw Pact
- The Soviet invasion of Hungary was significant as the US response to it demonstrated that the Western powers accepted that there was a Soviet sphere of influence in which they would not intervene
- The development of the arms race was significant, with both the USA and USSR developing thermonuclear weapons by 1953, with concerns on both sides over the relative strength of their military capabilities
- There were significant developments in the military alliances during the 1950s, which had wider implications for the Cold War, e.g. West Germany joining NATO raised concerns within the Soviet Bloc, prompting the formation of the Warsaw Pact.

Question	
6 (c) (ii)	'The main reason for changing Superpower relations in the 1960s was the Cuban Missile Crisis.' How far do you agree? Explain your answer. You may use the following in your answer: • the Cuban Missile Crisis • the U2 incident. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The discovery of the development of nuclear ballistic missile sites in Cuba was a cause of significant tension in the short-term, which many on both sides felt was the closest the US and Soviet Union came to direct confrontation
- The Cuban Missile Crisis led directly to efforts to ensure improved communication between the two sides to prevent incidents escalating, e.g. establishing the Hotline
- The Cuban Missile Crisis saw both sides make tangible concessions to reduce the military threat and foster better relations, e.g. the removal of Soviet missiles from Cuba in return for US promises not to invade there, or the USA's missiles in Turkey
- The Cuban Missile Crisis was a factor in the increasing commitment to limit the nuclear arms race, e.g. the crisis served as an impetus to the Soviet Union's willingness to sign the Test Ban Treaty in 1963.

Relevant points to counter the statement may include the following.

- The U2 Crisis of 1960 increased tension between the two Superpowers, with bitter exchanges between Khrushchev and Eisenhower and the collapse of the Paris Summit
- Concerns over Berlin increased tension early in the 1960s, e.g. the high levels of defections in 1961, Khrushchev's attempts to pressure JFK at Vienna, increasing military spending by both sides and ultimately the Wall being built in August 1961
- The construction of the Berlin Wall saw a short-term but serious stand-off between the two Superpowers, over the rights at the checkpoints, whilst Kennedy's visit in 1963 increased rivalry when he promised American support for West Berlin
- The Soviet invasion of Czechoslovakia in 1968 worsened relations between the Superpowers, with the USA protesting about Soviet actions.

Question	
6 (a)	What impression does the author give about relations between the USA and the Soviet Union? You **must** use Extract F to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content

Relevant points may include:

- The author gives the impression that positive progress had been made between the two Superpowers by 1972.

This is shown by the following:

- The extract says that both sides sought improved relations, and made significant agreements when they met
- The language used by the author, including 'historic visit', 'improved relations', and 'Such progress was remarkable'
- The author has selected evidence to show that Brezhnev and Nixon had made progress towards détente but has not included evidence of the limitations of the agreement between the two powers.

Question	
6 (b)	Explain **two** effects of the Potsdam Conference on relations between the Soviet Union and the West. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

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

Indicative content

Relevant points may include:

- An effect of the Potsdam Conference was that it made Germany central to the relations between the powers in the post-war period, as it led to the division of Germany and Berlin
- An effect of the Potsdam Conference was increased tension over the issue of nuclear weapons, after Truman's effort to assert authority, with America being first to develop the atomic bomb
- An effect was that it resulted in disagreement over free elections and the nature of Soviet influence in Eastern Europe, which continued to shape subsequent relations.

Question	
6 (c) (i)	'The main consequence of the Berlin Crisis (1948-49) was the division of Germany.' You may use the following in your answer: • the division of Germany • Superpower rivalry. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The crisis solidified attitudes within the western zones of Germany - e.g. only three per cent of West Berliners took up the offer to join the East - and thus increased the willingness of the West German population to form a separate state
- The blockade led to the constitution of the new Federal Republic of Germany (FRG) being approved in May 1949, the same month the blockade was lifted
- The authorities in the Soviet zone responded to the crisis by forming the German Democratic Republic (GDR) in October 1949
- As a result of the blockade and the formation of the GDR, the German Communist Party was able to seize power in East Germany, cementing the last of the Soviet satellite states in Eastern Europe.

Relevant points which counter the statement may include:

- The Berlin Crisis led Western European nations to see the division of Europe as more permanent, and Soviet communism to be the greatest threat, and thus increased pressure from these nations on the USA to commit to the military defence of Europe
- The crisis convinced Truman of the need to strengthen Western Europe against Soviet expansion and led to the signing of the North Atlantic Treaty in April 1949
- The Berlin Crisis greatly increased rivalry between the USA and the Soviet Union, with Truman and the West seeing the crisis as a great victory, demonstrating the preference for democratic freedom and capitalism
- The Berlin Crisis increased tension from the Soviet perspective, as Stalin felt it was a defeat and a humiliation, increasing his determination to remove allied influence in Berlin and resist the Western powers more generally.

Question	
6 (c) (ii)	'The main reason for changes in Superpower relations in the 1950s was the arms race.' How far do you agree? Explain your answer. You may use the following in your answer: • the arms race • the Korean War. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The development of the arms race was significant, with both the USA and USSR developing thermonuclear weapons by 1953, with concerns on both sides over the relative strength of their military capabilities
- The notion of 'massive retaliation', from 1954, emphasised that nuclear weapons were central to US policy, causing concern amongst America's European allies, and adding tension with the Soviet Union
- Developments in delivery systems, such as the introduction of B52s into service or the development of ICBMs in the late 1950s, prompted a response from the other side, fuelling tension
- Arguments over the siting of missiles in West Germany in the late 1950s contributed to tension between the two sides, e.g. the renewed focus on Germany, leading to Khrushchev's ultimatum over Berlin.

Relevant points to counter the statement may include the following.

- The Korean War was significant in terms of the spread of the Cold War into Asia, also demonstrating the potential of China and the role of organisations such as the UN
- The Korean War was significant as the USA's initial unpreparedness, fears of the 'domino effect' and China's support for the USSR, led to the USA redoubling its determination to resist communist expansion, so stoking superpower tensions
- The Soviet invasion of Hungary was significant, as it demonstrated that the Soviet Union would act firmly to defend the Warsaw Pact, and caused strain in Washington in relation to the Hungarian appeal for help
- The Soviet invasion of Hungary was significant as the US response to it demonstrated that the Western powers accepted that there was a Soviet sphere of influence in which they would not intervene.

Question	
6 (a)	What impression does the author give about relations between Stalin and Truman at Potsdam? You **must** use Extract F to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

- The author gives the impression that relations were very poor.

This is shown by the following:

- The extract says that the leaders disagreed over several issues, and could not accept 'the other's point of view'
- The language used by the author, including 'rivalry and suspicion', 'strongly resisted' and 'very unhappy'
- The author has selected evidence to show that how their attitudes contributed to disagreement, but has not included areas of agreement, e.g. the denazification of Germany, and its division into four zones of occupation.

Question	
6 (b)	Explain **two** effects of the Marshall Plan on the Cold War. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of the Marshall Plan was that it contributed to the economic recovery of the West European nations accepting aid, with GDP surpassing pre-war levels by the early 1950s, increasing the disparity with a resentful Eastern bloc who didn't take the aid
- An effect of the Marshall Plan was that it increased tension between the Soviets and the Western powers, e.g. Stalin was suspicious of America's motives, and forbade Eastern European nations from accepting it
- An effect of the Marshall Plan was that it ensured the Western European nations remained capitalist and linked them closely to the USA and thus consolidated the Western alliance, as the conditions of receiving aid encouraged trade with the USA.

Question	
6 (c) (i)	'The main consequence of the Soviet invasion of Hungary in 1956 was the negative international reaction.' How far do you agree? Explain your answer. You may use the following in your answer: • the negative international reaction • Soviet control. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The Soviet invasion led to condemnation from Western leaders, e.g. Eisenhower strongly condemned the use of Soviet troops as an 'occupation' force
- The Soviet invasion brought about a negative reaction from international organisations, e.g. it led to a UN enquiry, and a boycott of the 1956 Olympics by some European nations
- As a result of the Soviet invasion, thousands of Western Europeans left communist parties in their own nations, and some organisations disassociated themselves from Moscow's control.

Relevant points to counter the statement may include the following.

- It led to Soviet control being reasserted, with Soviet troops being stationed in Hungary and accepted by the Hungarian government by treaty on a permanent basis
- The appointment of the pro-Soviet hardliner, Janos Kadar, led to a return of a close adherence to Moscow, and severe reprisals were enacted against those involved to reassert control, e.g. an estimated 12,000 were imprisoned and over 400 executed
- Soviet control was also reasserted across the rest of Eastern Europe, as the invasion demonstrated no nation would be allowed to leave the Warsaw Pact
- The Soviet invasion of Hungary led to over 200,000 Hungarians leaving the country as refugees, many of whom went to the USA
- The Soviet invasion of Hungary led to a clearer recognition that the Western powers would not intervene in the Soviet sphere of influence in Eastern Europe.

Question	
6 (c) (ii)	'The main reason for the crisis that took place in Czechoslovakia in 1968 was the actions of the Soviet Union.' How far do you agree? Explain your answer. You may use the following in your answer: • the actions of the Soviet Union • Dubček. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The repressive rule, which created opposition and public resentment, was closely associated with the Soviet influence, with Antonin Novotný widely perceived as a hard-line Soviet communist
- Soviet interference in the Czechoslovakian economy was a major source of discontent, with the decline in living standards as a result of Comecon prioritising primary industry for export to the Soviet Union
- Brezhnev's withdrawal of support for Novotný led to his replacement by Dubček in January 1968, which acted as a catalyst for calls for reform and the subsequent crisis
- It was the Soviet invasion of August 1968 that escalated the crisis to its peak, with Soviet forces in Prague, the removal of reformers from government and repression of protestors.

Relevant points which counter the statement may include:

- Novotný's leadership contributed to the emerging crisis, e.g. his delayed response to the destalinisation seen in other satellite states caused unhappiness, as did his failed attempts at economic reform in the late 1960s
- Dubček's reforms encouraged those who opposed communism into making ever more radical reforms which unnerved the Soviet Union and other Warsaw Pact leaders
- Division between different parts of Czechoslovakia were an increasing source of tension, with demands from Slovaks for more regional autonomy
- Communist leaders other than the Soviets played a crucial role in the crisis during 1968, e.g. Czech hardliners requested Soviet intervention in August 1968, and Communist leaders in East Germany and Poland pressured Brezhnev to intervene.

Question	
6 (a)	What impression does the author give about why President Nixon tried to improve relations with the Soviet Union? You **must** use Extract F to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that Nixon tried to improve relations because the cost of the Cold War to America was too great.

This is shown by the following:

- The extract says that the Cold War was increasingly costly and the USA could face bankruptcy
- The language used by the author, including 'huge cost', 'unbearable burden' and 'billions of dollars'
- The author has selected evidence to show how the financial cost of the arms race was a major motivation for Nixon but has not included changing attitudes towards China and Western Europe's role in its own defence.

Question	
6 (b)	Explain **two** effects of the Korean War on the Cold War. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of the Korean War was that it saw a major escalation of hostilities, with outright and prolonged fighting, and increased fears of an escalation of tension elsewhere in the world
- An effect of the Korean War was that it led to the spread of the Cold War into Asia, and also demonstrated the potential of China and the role of organisations such as the UN in the Cold War conflict
- An effect of the Korean War was that it contributed to an increase in arms spending in the USA during the 1950s and, consequently, the superpower arms race, as the USSR sought to keep up.

Question	
6 (c) (i)	'The main reason for the crisis that developed over Cuba was the actions of the USA.' How far do you agree? Explain your answer. You may use the following in your answer: • the actions of the USA • Khrushchev. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The American ban on the import of Cuban sugar and refusal to sell petroleum to Cuba placed a severe strain on the Cuban economy, and so pushed Castro towards the USSR as a precursor to Cuba becoming a site for missiles
- The failure of the Bay of Pigs invasion was a disaster, pushing Castro towards the Soviet Union for military support, which ultimately extended to missile bases being built
- The US quarantine of Cuba contributed significantly towards the growing tension regarding the Soviet missiles which were being shipped to Cuba.

Relevant points which counter the statement may include:

- Khrushchev was keen to use developments in Cuba as an opportunity to upstage the USA, e.g. his willingness to build economic relations with Cuba, and his verbal antagonism from 1960 over how the situation put the USA within Soviet reach
- Khrushchev's decision to install ballistic missiles, in particular the intermediate missiles spotted by the USA in October 1962, was the trigger for the actual crisis
- The occurrence of a left-wing revolution in a region long considered within the USA's sphere of influence began the change in relations between the USA and Cuba, which marked the beginnings of the crisis
- Castro's ejection of US investment, and subsequent nationalisation when the USA rejected his authority to do so, prompted the chain of events that led to increased Soviet involvement in Cuba, contributing to the actual crisis
- The impact of the wider Cold War contributed to the crisis, e.g. the failure to reach agreement at Vienna, which led to increased American military spending and Khrushchev's subsequent installation of missile bases in Cuba.

Question	
6 (c) (ii)	'The most significant feature of the Cold War, in the years 1945-49, was the ideological differences between the superpowers.' How far do you agree? Explain your answer. You may use the following in your answer: • ideological differences • Stalin's actions. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Ideological differences were a continued source of resentment, e.g. Stalin believed that anti-communism had motivated delayed support during the War, whilst the western powers saw Stalin as driven by a desire to expand communist influence
- Ideological differences were significant in Churchill's suspicions over the threat the Soviet Union posed to capitalist democracies, seen through his reservations during the wartime conferences and in the 'Iron Curtain' speech
- Ideological differences contributed to disagreements over Poland, e.g. Stalin's desire to ensure a 'friendly' communist government was installed, against the express wishes and promises of the Western powers
- The establishment of Soviet-dominated communist organisations such as Cominform and Comecon contributed to the division of Europe into two power blocs, contrasting with the capitalist and democratic nations in the west, increasing tension.

Relevant points to counter the statement may include the following.

- Stalin's decision to blockade Berlin led to a major rift between the former allies, saw a year-long effort to airlift support, led to the division of Berlin and Germany, and contributed to the formation of NATO
- Truman's actions in 1947 marked a decisive shift in the USA's approach, e.g. raising the Truman Doctrine's promise of support to nations to contain the spread of communism
- In giving billions of dollars of aid to the 16 OEEC nations, the Marshall Plan exacerbated the divide between Eastern and Western Europe, and further strained relations between the Soviets and the USA
- Practical disagreements over Germany had an impact on the relations, e.g. the merging of the allied zones and new currency angered Stalin.

Question	
6 (a)	What impression does the author give about the attitudes of Hungarians to Soviet control in the 1950s? You **must** use Extract F to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include:
The author gives the impression that Hungarians hated Soviet control in the 1950s.

This is shown by the following:

- The extract says that Hungarians hated various aspects of Soviet control, such as loss of freedom and declining living standards
- The language used by the author, including 'detested', 'fear' and 'resented the presence'
- The author has selected evidence to show how Hungarians hated Soviet control, but has not included how Communist Party members within Hungary were more supportive of Soviet influence.

Question	
6 (b)	Explain **two** effects of the Yalta Conference on Superpower relations in 1945. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of the Yalta Conference was the creation of four occupation zones in Germany and Berlin, and the demilitarisation of the country meant the need for continued cooperation between the wartime allies
- An effect of the Yalta Conference was that the agreement that Poland be seen as under the Soviet 'sphere of influence' caused tension as it later became clear this ran counter to the West's belief in the right of countries to choose their own governments
- An effect of the Yalta Conference was that Stalin's agreement to join the United Nations fostered positive hopes of the powers working together on international issues.

Question	
6 (c) (i)	'The main reason for the development of the Cold War, in the years 1947–49, was the actions of the USA.' How far do you agree? Explain your answer. You may use the following in your answer: • the actions of the USA • The Berlin Crisis (1948-49). You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Truman's actions in 1947 marked a decisive shift in approach, with the USA's break from cooperation with the USSR to a degree of confrontation, demonstrating to Stalin the USA's willingness to act to contain the spread of communism
- The Truman Doctrine was significant as it committed the USA to the defence of Western Europe, and so marked a key step in the division of Europe between East and West
- The Marshall Plan increased divisions between East and West, as the use of American funds highlighted the economic weaknesses of the Soviet Union and so humiliated and angered Stalin, who referred to this as 'dollar imperialism'
- In giving billions of dollars of aid to the 16 OEEC nations, the Marshall Plan exacerbated the divide between Eastern and Western Europe, and further strained relations between the Soviets and the USA.

Relevant points which counter the statement may include:

- Stalin's actions over Berlin increased disagreement between the powers, with the blockade and airlift serving as an open rift between the former allies, lasting nearly a year and resulting in a severing of trust
- The Berlin Crisis was significant as it convinced Truman and the West of the need to strengthen Western Europe against Soviet expansion, leading to the establishment of military alliances
- The setting up of Soviet-backed communist regimes in several Eastern European nations against the electorate's wishes heightened Cold War fears over Europe e.g. Czechoslovakia in 1948
- The establishment of Soviet-dominated organisations, such as Cominform and Comecon, contributed to the division of Europe into two power blocs, increasing tension.

Question	
6 (c) (ii)	'The most significant crisis in the Cold War in the 1960s was the Cuban crisis.' How far do you agree? Explain your answer. You may use the following in your answer: • Cuba • Czechoslovakia. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- US involvement in the failed Bay of Pigs invasion was significant as it strengthened Castro's position in Cuba, drew Cuba and the Soviet Union closer together, and resulted in increased arms shipments to Cuba through the spring and summer of 1962
- The crisis over Cuba was significant as it saw increasing concern within the USA at the notion of a near neighbour developing such close relations with the Soviet Union
- The discovery of the development of nuclear ballistic missiles in Cuba saw a crisis which many on both sides felt was the closest the US and Soviet Union came to direct confrontation
- The resolution of the crisis was significant both in appearing as a victory for Kennedy, with Khrushchev having backed down, as well as in leading to both the US and Soviet Union taking steps to mitigate against future crises, e.g. establishing the hotline.

Relevant points to counter the statement may include the following.

- As a result of the Soviet invasion of Czechoslovakia, the Brezhnev Doctrine was introduced to send a message to the West that the Soviet Union would not allow liberalisation
- The Soviet invasion of Czechoslovakia was significant as there was a reduced threat of conflict over 'containment' between the East and West, as the USA accepted the Soviet reassertion of its claim over Eastern Europe
- The construction of the Berlin Wall led to a serious stand-off between the two superpowers, e.g. it led to disputes over checkpoints, and Kennedy's visit to West Berlin, following the building of the Wall, increased rivalry and tension
- The U2 Crisis of 1960 was significant as it increased tension between the two superpowers. There were bitter exchanges between Khrushchev and Eisenhower at the Paris Summit.

Question	
6 (a)	What impression does the author give about the Truman Doctrine? You **must** use Extract F to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

- The author gives the impression that the Truman Doctrine was a significant change

This is shown by the following:

- The extract says that it saw a significant change America's approach and helped resist communism globally
- The language used by the author, including 'moved', 'Few decisions… momentous consequences', and 'across the world'
- The author has selected evidence to show that the Truman Doctrine was a crucial turning point but has not included how containment already featured in US policy, before the Truman Doctrine was fully developed in respect of this in July 1948.

Question	
6 (b)	Explain **two** effects of the moves towards Détente on the Cold War. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was improved relations after the Cuban Missile Crisis led to the establishment of the telephone 'hotline' between the leadership of the USA and Soviet Union
- An effect was that, as a result of the thaw in relations, treaties were signed limiting the testing and spread of nuclear weapons, e.g. the Partial Test Ban Treaty (1963), reducing the dangers suggested by Mutually Assured Destruction
- An effect was that, by 1972, the USA and USSR had negotiated some limits to the growth of their nuclear capabilities, e.g. the SALT 1 limits on strategic ballistic missiles, reducing the need for both sides to spend vast sums on defence.

Question	
6 (c) (i)	'The main reason for the Hungarian uprising (1956) was Rakosi's rule.' How far do you agree? Explain your answer. You may use the following in your answer: • Rakosi • de-Stalinisation. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The harsh nature of Rakosi's Soviet-backed rule, such as the imprisonment of c200,000 opponents and the actions of the AVH, had created significant unhappiness within Hungary
- The reduction in living standards during Rakosi's rule increased resentment, e.g. Hungarian wheat, coal and oil were sent to the Soviet Union, and economic plans that prioritised heavy industry over consumer goods
- Frustration with the Rakosi government contributed to Rakosi being removed from power in July 1956, and this removal of a hard-line leader served as a fillip to those who had previously been fearful to rebel.

Relevant points which counter the statement may include:

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

Question	
6 (c) (ii)	'The main consequence of the Soviet invasion of Czechoslovakia was international criticism of the Soviet Union's actions.' How far do you agree? Explain your answer. You may use the following in your answer: • international criticism • Brezhnev Doctrine. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Soviet response provoked a critical response from communist supporters in Western nations, e.g. Communist Party members resigned, or Communist Parties declared independence from Soviet communism
- The Soviet Union faced criticism from Yugoslavia and Romania as a result of the Soviet invasion, and Albania withdrew from the Warsaw Pact in protest over the invasion
- The Soviet invasion led to Lyndon Johnson criticising the invasion, referring it to the UN and pulling out of a planned meeting with Brezhnev.

Relevant points which counter the statement may include:

- Brezhnev argued that the actions of Dubcek had threatened to undermine the Warsaw Pact, and thus the Soviet invasion led to the Brezhnev Doctrine as it made it necessary to justify Soviet authority over Hungary and other satellite states
- As a consequence of the Soviet invasion, there was a reduced threat of conflict over 'containment' between the East and West, as the USA accepted the Soviet reassertion of its claim over Eastern Europe
- The Soviet invasion of Czechoslovakia ended the hope for reform, reasserting hardline communist and Soviet control over the nation, and ended Dubcek's tenure as leader
- The Soviet Union's response was positively received by the leadership of Poland, East Germany, and indeed traditional communists within Czechoslovakia, who had seen the reforms as being too liberal, and a threat to communism.

Question	
6 (a)	What impression does the author give about relations between the Soviet Union and the West at the end of the Second World War. You **must** use Extract F to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include the following:

- The author gives the impression that relations at the end of the Second World War were strained.

This is shown by the following:

- 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
- The language the author uses, including 'increasingly evident', 'achieved little', 'alarmed' and 'feared'
- 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.

Question	
6 (b)	Explain **two** effects of Khrushchev's policy of peaceful co-existence on the Cold War in the 1950s. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include the following:

- 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
- 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
- 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.

Question	
6 (c) (i)	'The main reason for the Berlin Crisis of 1948-49 was the actions of the Soviet Union.' How far do you agree? Explain your answer. You may use the following in your answer: • Soviet actions • Bizonia. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include the following:

- 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
- 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
- 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.

Relevant points which counter the statement may include the following:

- 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
- 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
- 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
- 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
- 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.

Question	
6 (c) (ii)	'The main consequence of the construction of the Berlin Wall (1961) was a reduction in Cold War tension.' How far do you agree? Explain your answer. You may use the following in your answer: • the reduction in Cold War tension • relations between East and West Germany. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include the following:

- 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
- The building of the Wall reduced espionage and other subversive activity, and thus reduced Cold War tensions which had been produced by such activities
- 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.

Relevant points which counter the statement may include the following:

- 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
- 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
- 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
- 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.

Question	
6 (a)	What impression does the author give about how the USSR increased its influence in Eastern Europe in the years 1945-49? You **must** use Extract F to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include the following:

The author gives the impression that Soviet influence grew as a result of the use of coercion.

This is shown by the following:

- 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)	Explain **two** effects of the moves towards détente on the Cold War in the years 1963-72. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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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)	'The most significant development in the Cold War, in the 1950s, was the Soviet invasion of Hungary.' How far do you agree? Explain your answer. You may use the following in your answer: • the Soviet invasion of Hungary • the nuclear arms race. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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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)	'The main reason for the crisis over Berlin, in the 1960s, was the refugee problem.' How far do you agree? Explain your answer. You may use the following in your answer: • the refugee problem • Khrushchev. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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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 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	Mark scheme
4 (a)	What impression does the author give about the Cripps Mission? You **must** use Extract D to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content

Relevant points may include:

- The author gives the impression that the Cripps Mission was unpopular with everybody.

This is shown by the following:

- The extract says that the Cripps Mission 'was not what Congress wanted to hear'.
- The language the author uses, including 'furious', 'rejected' and 'unimpressed'
- The author has selected evidence to show that the Cripps Mission was widely unpopular and not given examples of the support it received.

Question	Mark scheme
4 (b)	Explain **two** effects of Direct Action on British rule in India. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- It led to communal violence as the authorities lost control, e.g. in Calcutta the streets were controlled by the Muslim League, which reduced British authority
- Both the British and Congress blamed Jinnah for calling the Direct Action Day and the Muslim League was seen as responsible for stirring up the Muslim nationalist sentiment that led to further violence
- Wavell was unable to get Congress and the Muslim League to call a halt and, against this background, Wavell agreed to appoint Nehru as Prime Minister of an interim government.

Question	Mark scheme
4 (c) (i)	'The impact of the First World War on India was the main reason for the growth of nationalism in the years 1919–20.' You may use the following in your answer: • the impact of the First World War • the Amritsar Massacre. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- India had poured men and materials into the war effort, and contributed financially through taxation and this led a growing desire for self-governance
- India's war effort led Congress to talk openly about self-government and generated nationalistic feeling
- The war saw the Muslim League and Congress bury their differences as the annulment of the partition of Bengal led the League to believe Britain would not recognise Muslims and this led to growing nationalism
- India's contribution to the war meant the Government of India Act (1919) was a huge disappointment and this led to growing nationalism.

Relevant points which counter the statement may include:

- The Hunter Report (1920) on Amritsar and the vindication of Dyer further fuelled growing Indian nationalism, as the British authorities were seen as complicit
- The Government of India Act created the Dyarchy, which divided power in the provinces and accepted separate electorates, which was a major step in the Muslim cause
- The Rowlatt Acts included trial without jury, censorship and house arrest, and were seen as Britain exerting authority and gave rise to growing nationalism
- The Rowlatt Acts alienated a wide range of Indian public opinion and fuelled growing nationalism.

Question	Mark scheme
4 (c) (ii)	'It was Gandhi who made the most significant contribution to the challenge to British rule in India in the years 1927–39.' How far do you agree? Explain your answer. You may use the following in your answer: • Gandhi • Jinnah. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- Gandhi used the Salt Marches to promote the idea of British power and oppression and gain support for the challenge to British rule
- Gandhi organised a second phase of civil disobedience to challenge British rule, e.g. boycotting foreign cloth, non-payment of taxes, which the Raj found difficult to stop without appearing to be oppressive
- Gandhi attended The Second Round Table Conference symbolising national unity and further encouraged support for the ending of British rule.

Relevant points which counter the statement may include:

- Jinnah was responsible for the '14 points', the basis of a new constitution for India, which signposted stepping stones that challenged British rule
- Jinnah worked hard to try to bring Congress and the Muslim League together on an agreed path that challenged British rule
- As Congress President (1929) Nehru called for complete Indian independence from the British Raj and instigated civil disobedience to challenge British rule
- Congress victories in the 1937 elections were significant as they vindicated Nehru's idea of challenging British rule in favour of creating a secular national state
- The effect of the declaration of war against Germany by Britain on India without consulting the provincial ministries resulted in Congress withdrawing representatives and encouraging disobedience to challenge British rule.

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

Question	Mark scheme
4 (a)	What impression does the author give about the Rowlatt Acts? You **must** use Extract D to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content

Relevant points may include:

- The author gives the impression that the Rowlatt Acts were harsh.

This is shown by the following:

- The extract says that 'the Rowlatt Acts were unjustified'
- The language that the author uses, including 'fiercely opposed', 'upset a wide range of public opinion'
- The author has selected evidence to show the worst aspects of the Rowlatt Acts and not considered evidence for why they were enacted.

Question	Mark scheme
4 (b)	Explain **two** effects of the Amritsar Massacre on attitudes towards British rule in India. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- The Amritsar Massacre turned millions of loyal Indians against the Raj, as they now believed that British rule would not allow any form of independence
- The Amritsar Massacre led to British rule being challenged via the civil disobedience campaigns, organised by Gandhi
- The Amritsar Massacre also served in changing the attitudes of some British politicians towards India and the issue of independence, as the credibility of British rule was damaged.

Question	Mark scheme
4 (c) (i)	'Indian Nationalism was driven mainly by Congress in the years 1920–27.' How far do you agree? Explain your answer. You may use the following in your answer: • Congress • the Muslim League. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

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

Relevant points which counter the statement may include:

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

Question	Mark scheme
4 (c) (ii)	'The role of the Muslim League, in the years 1935–47, was the main reason for India being partitioned.' How far do you agree? Explain your answer. You may use the following in your answer: • the Muslim League in the years 1935–47 • the British Government in the years 1935–47. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

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

Indicative content

Relevant points which support the statement may include:

- There were profound differences between the Muslim League and Congress, as, from 1940, the Muslim League wanted a separate state and demanded that partition should take place
- In July 1946 the Muslim League denounced Congress and declared Direct Action Day as a means of demanding the need for partition
- In September1946 the Muslim League joined the interim government and was able to influence decision making in the direction of partition.

Relevant points which counter the statement may include:

- The 1935 Government of India Act provided the basis for negotiations that finally resulted in the partition of India
- The post-war Labour Government had long been supporters of a united Indian independence, but developments in India saw them accept that partition was necessary and they agreed to it

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

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

Question	Mark scheme
4 (a)	What impression does the author give about the Satyagraha Campaign? You **must** use Extract D to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content

Relevant points may include:

The author gives the impression that the Satyagraha Campaign was out of control.

This is shown by the following:

- The extract says that the Satyagraha Campaign resulted in 'four days of looting and burning'.
- The language the author uses, including 'attacked', 'worst nightmare', 'rampaged'
- The author has selected evidence that focuses on the violent aspects of the Satyagraha Campaign and not included positive aspects like peaceful non-cooperation.

Question	Mark scheme
4 (b)	Explain **two** effects of India's involvement in the Second World War on the campaign for Indian independence. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- The Second World War loosened the British hold on India because it gave the Hindus and Muslims a chance to push their cause, and this aided the campaign for independence
- The Second World War led Congress to launch 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
- Congress withdrew the Ministries from the provinces in order to disrupt India's participation in the war effort and hasten independence.

Question	Mark scheme
4 (c) (i)	'The impact of the Amritsar Massacre was the main reason why British rule in India was unpopular in 1919.' You may use the following in your answer: • the Amritsar Massacre • the Government of India Act. You **must** also use information of your own **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- The Amritsar Massacre, due to what happened and how it was dealt with by the British authorities, alienated many Indians and made British rule unpopular
- The Amritsar Massacre turned millions of loyal Indians against the Raj, as they now believed that British rule would not allow any form of independence
- The Amritsar Massacre led to British rule being challenged by civil disobedience campaigns
- The Amritsar Massacre also served in changing the attitudes of some British people towards India and the issue of independence, as the credibility of British rule was damaged.

Relevant points which counter the statement may include:

- The Government of India Act created the Dyarchy, which divided power in the provinces and accepted separate electorates, but was unpopular because it did not offer self-government
- The Government of India Act maintained Britain's control of military matters, foreign affairs, currency, communications and criminal law, and many nationalists were disappointed
- The Rowlatt Acts included trial without jury, censorship and house arrest, and were seen as Britain exerting authority, and this made their rule unpopular
- India had poured men and materials into the war effort, and contributed financially through taxation, and this led to a growing desire for self-governance, but it was not granted by the Montagu-Chelmsford Reforms, increasing dissatisfaction.

Question	Mark scheme
4 (c) (ii)	'In the years 1927-37, the Salt March had the most significant impact on the progress towards Indian independence'. How far do you agree? Explain your answer. You may use the following in your answer: • the Salt March • the Simon Commission. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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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.

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

Indicative content

Relevant points which support the statement may include:

- The Salt March led to thousands of Indian peasants following Gandhi's advice by breaking the law to collect salt and this was a direct challenge to British law and rule.
- The Salt March led to hundreds of peasants being arrested and imprisoned and this was seen as unjust and further evidence of harsh British rule, and this increased the desire for greater involvement of Indians running their own country.
- The Salt March led to further action in the form of strikes, protest and civil disobedience organised by Provincial committees and the British were unable to stop them.

Relevant points which counter the statement may include:

- The Simon Commission met with mass demonstrations and opposition, and this intensified the demands for the ending of British rule
- The 1928 Nehru Report called for immediate Dominion status and was widely supported
- The First Round Table Conference decided that the 'dominion' would take the form of a federation of princely states, as well as British provinces, which changed Britain's rule of India and constituted progress towards independence

- The First Round Table Conference decided that there would be Indian participation in all levels of government, a development that weakened British rule and led to preparation for future independence
- The Government of India Act was to be the basis of negotiations, which finally resulted in the British leaving.

Question	Mark scheme
4 (a)	What impression does the author give about Gandhi's Salt March (1930)? You **must** use Extract D to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content
The author gives the impression that Gandhi's Salt March (1930) was well planned.

This is shown by the following:

- The extract says 'proved to be massive in its effect'
- The language used by the author, including 'underestimated', 'cleverness'
- The author has selected the evidence to show the significant effect of Gandhi's Salt March but ignored criticisms that the consequences were not successful.

Question	Mark scheme
4 (b)	Explain **two** effects of the appointment of Mountbatten as Viceroy of India on the partition of India. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- Mountbatten brought partition nearer because he accepted that partition could not be avoided
- Mountbatten brought forward the independence date to August of 1947 in order to the facilitate partition
- Mountbatten was instrumental in persuading Nehru, the leader of the Congress Party in the national parliament, that partition was the only solution to the issues surrounding independence.

Question	Mark scheme
4 (c) (i)	'The main reason for the growth of nationalism in India, in the years 1919-27, was Gandhi's civil disobedience campaign.' You may use the following in your answer: • Gandhi's civil disobedience campaign • Government of India Act (1919) You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Gandhi believed in peaceful protest, based on *satyagraha* or soul force. He promoted Indian nationalism through sit-down protests, strikes, marches and boycotts, which challenged British rule in a peaceful way
- Gandhi was instrumental in fostering growing Indian nationalism by making the Congress Party a popular one for all Indians regardless of caste or religion, e.g. untouchables, Hindus and Muslims
- Gandhi promoted the growth of Indian nationalism by encouraging Indians to challenge Britain's economic power, e.g. not buying imported British-made clothes and urged them to spin and weave their own clothes.

Relevant points which counter the statement may include:

- The Government of India Act (1919) disappointed many Indians who had hoped for immediate self-government and this led to unrest and violence, which fuelled growing Indian nationalism
- The Government of India Act (1919) gave very limited powers to a national parliament and local parliaments, which could be blocked by the Viceroy and was resented and fuelled growing Indian nationalism
- The impact of the Rowlatt Acts (1919) convinced many Indians that the British had no intention of relaxing their grip on India and this alienated them, which fuelled a growing sense of Indian nationalism

- The Amritsar Massacre and its consequences convinced many Indians that their British rulers were tyrants and they never trusted them again, which boosted growing Indian nationalism

- The Indian National Congress was instrumental in promoting the idea of eventual independence and throughout the 1920s challenged British rule and worked to overthrow it.

Question	Mark scheme
4 (a)	What impression does the author give about India in 1919? You **must** use Extract D to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content
The author gives the impression that India in 1919 was facing severe difficulties.

This is shown by the following:

- The extract says 'India contributed a staggering £146 million to the war'
- The language used by the author, including 'significantly increased taxation', 'struggle'
- The author has selected the evidence to show the costly effects of India's involvement in the war and has ignored the fact that Indian industries, e.g. cotton, iron and steel, sugar, benefitted and expanded enormously.

Question	Mark scheme
4 (b)	Explain **two** effects of Gandhi's Satyagraha Campaign on nationalism in India in the 1920s. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- Satyagraha saw students boycotting their examinations, which hampered the governmental administration of the Raj
- Satyagraha saw Indians refusing to pay taxes, which undermined the Raj and strengthened the impact of Indian nationalism
- Satyagraha saw 90 per cent of qualified voters staying away from the 1920 elections, and very few Indians being present at official Raj ceremonies.

Question	Mark scheme
4 (c) (i)	'It was the Round Table Conferences that had the most significant impact on British rule in India in the years 1930-37.' How far do you agree? Explain your answer. You may use the following in your answer: • the Round Table Conferences • Gandhi's Salt March. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- The First Round Table Conference had a broad range of Indian political opinion present, made progress and decided India would be run as a federation, which had an impact on British rule
- The First Round Table Conference decided that there would be Indian participation in all levels of government, a development that weakened British rule and led to preparation for future independence
- The impact of Gandhi's attendance at the Second Round Table Conference where he represented Congress and Indian national unity, signified Britain's willingness to seek an agreement.

Relevant points which counter the statement may include:

- The Salt March led to Indian peasants following Gandhi's advice by breaking the law to collect salt and this was a direct challenge to British rule
- The Salt March led to hundreds of peasants being arrested and imprisoned and this was seen as unjust and further evidence of harsh British rule
- The Government of India Act (1935) divided India into 11 provinces, which would control all aspects of Indian life and this lessened Britain's grip on India
- The Government of India Act (1935) abolished the Dyarchy and gave each province a legislative assembly, which weakened Britain's governmental grip on India
- The issues between the Hindus and the Muslims led to increasing communal violence, which both weakened British rule and increased Britain's desire to leave.

Question	Mark scheme
4 (c) (ii)	'The main reason India was partitioned was the attitude of the British Labour Government.' How far do you agree? Explain your answer. You may use the following in your answer: • the British Labour Government • communal violence. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- The new Labour Government under Attlee were disposed to favour partition, particularly in the light of developments in India
- The Labour Government appointed Mountbatten as Viceroy and accepted his assessment that partition could not be avoided
- The Labour Government approved the plan for partition, along with parliamentary approval, on 15 July 1947, and announced that by 15 August 1947, two separate dominions of India and Pakistan would be created in the India sub-continent.

Relevant points which counter the statement may include:

- In 1946, violence broke out between Hindus and Muslims, e.g. 5000 Muslims were killed in Calcutta, and Muslims slaughtered Hindus in Bengal. The scale of this communal violence strengthened the idea of partition as a solution
- The increased rivalry between Muslims and Hindus was reflected in relations between Congress and the Muslim League and made it difficult to find a solution other than partition
- Partition became more likely because the Princely States supported it by acceding to either India or Pakistan, depending on which state they were nearer
- The role played by Jinnah in leading the Muslim League, with its demand for a separate Pakistan, meant that an independent India in itself was not enough and partition was required
- The work of the Boundary Commission was significant in enabling partition to become a reality, as it drew a boundary that, as far as possible, ensured that Hindus and Muslims were accommodated in separate states.

Question	Mark scheme
4 (a)	What impression does the author give about the Round Table Conferences? You **must** use Extract D to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content
The author gives the impression that the Round Table Conferences were a success.

This is shown by the following:

- The extract says 'and made significant progress'
- The language used by the author, including 'very keen', 'willing to give up'
- The author has selected evidence to show the success of the Round Table Conferences and ignored evidence that shows the RTCs had limited success, e.g. no Congress attendance at the First RTC, little agreement at the Third RTC.

Question	Mark scheme
4 (b)	Explain **two** effects of the impact of the First World War on India in 1919. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- India had contributed £140 millions to the war, of which over a half came from loans, which led to increased taxation for all Indians
- The impact of war led many Indians to believe that 'Home Rule' would come, yet the Government of India Act 1919 did not deliver, which led to unrest and violence
- The impact war of led to a rise in nationalism within India and the British Raj responded in 1919 with repression to counter it, e.g. the Rowlatt Acts were enacted and enforced.

Question	Mark scheme
4 (c) (i)	'The main driving force behind Indian nationalism, in the years 1920-27, was Gandhi.' How far do you agree? Explain your answer. You may use the following in your answer: • Gandhi • Jinnah. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- Gandhi's leadership of the Congress Party led to the Party becoming more popular with Hindus, Muslims and the untouchables as it promoted nationalism and independence
- Gandhi's campaigns, based on peaceful protest and civil disobedience, fostered a sense of Indian identity and nationalism
- Gandhi encouraged other members of Congress, e.g. Nehru, to involve themselves in peasant communities and promote a sense of Indian nationalism
- Gandhi used his imprisonment to promote dissatisfaction with British rule and this aided growing Indian nationalism.

Relevant points which counter the statement may include:

- Under Jinnah's influence, the Muslim League met in 1924 to plan for a future India that was to be federally structured and this was significant in raising the desire for Muslims to have more say in the government of India
- Jinnah made the bold offer to Congress to end its 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
- General dissatisfaction with the outcomes of the 1919 Government of India Act led to a growth in Indian nationalism.

Question	Mark scheme
4 (c) (ii)	'The 'Quit India' campaign was the main reason why India gained independence from British rule in 1947.' How far do you agree? Explain your answer. You may use the following in your answer: • 'Quit India' campaign • Direct Action. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- The 'Quit India' campaign was launched as a mass protest demanding what Gandhi called "An Orderly British Withdrawal" from India and this mobilised Indian support
- The 'Quit India' campaign led the president of the USA, Roosevelt, to put 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 run due to the cost, and that it needed to exit gracefully and peacefully.

Relevant points which counter the statement may include:

- Direct Action led to uncontrollable violence and hastened the need for independence as a solution
- 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
- 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 impact 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
- Independence came as a consequence of long-term Indian protest and independence campaigns.

4 (a)	What impression does the author give about the Labour Government and India? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

- The author gives the impression that the Labour Government had a positive effect on independence in India.

This is shown by the following:

- The extract says that 'Congress was confident that Labour's victory would lead to significant changes in India'.
- The language the author uses, 'smooth the way', 'much easier'
- The author has selected evidence to show the positive effects of a Labour Government on Indian independence and ignored the difficulties it created, e.g. the Muslim League had no relationship with a British political party.

Question	
4 (b)	Explain two effects of the activities of Chandra Bose on British rule in India. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- An effect was that, in 1939, Chandra Bose left the Congress Party and formed the Forward Bloc Party, which worked to undermine British authority and force Britain to leave India completely
- An effect was that Chandra Bose broadcast anti-British propaganda during the Second Word War, from Nazi Germany, encouraging Indians to resist British rule, which undermined British authority in India
- An effect was that Chandra Bose formed an army of Indians, which penetrated eastern India and attacked British posts, which undermined British rule.

Question	
4 (c) (i)	'The Rowlatt Acts were the main reason for the growth of nationalism in India in the years 1919-20.' You may use the following in your answer: • the Rowlatt Acts • the Government of India Act (1919). You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- The Rowlatt Acts confirmed that the promises made by the Montagu-Chelmsford reforms were meaningless and all the British intended to do was use force in their rule of India, which encouraged Indian nationalism
- The Rowlatt Acts included trial without jury, censorship and house arrest, which led to Britain being seen as authoritarian and this gave rise to growing nationalism
- The Rowlatt Acts alienated a wide range of Indian public opinion, which fuelled growing nationalism.

Relevant points which counter the statement may include:

- The Government of India Act created the Dyarchy, which divided power in the provinces and accepted separate electorates, which was a major step in the Muslim cause and fuelled growing nationalism
- India's effort in the First World War led Congress to talk openly about self-government and this generated nationalistic feeling
- The First World War saw the Muslim League and Congress bury their differences, as the annulment of the partition of Bengal led the League to believe that Britain would not recognise Muslims and this led to a growing nationalism
- The Amritsar Massacre further fuelled growing Indian nationalism, e.g. the nature of the attack and the scale of the killing turned many Indians against British rule
- The Hunter Report (1920) on Amritsar and the vindication of Dyer fuelled growing Indian nationalism, as the British authorities were seen as complicit.

Question	
4 (c) (ii)	'In the years 1927-39, it was the Simon Commission that had the most significant impact on the development of Indian independence.' How far do you agree? Explain your answer. You may use the following in your answer: • the Simon Commission • the Government of India Act (1935). You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- The Simon Commission decided that the future of India was to be directed by British politicians based in Westminster. This angered many Indians and strengthened their resolve to push for independence
- Members of Congress, Hindu leaders, liberal thinkers and some of the Muslim League boycotted the Commission, refusing to give evidence to its commissioners in the hope that this would put pressure on British rule and aid independence
- Rejection of the Commission led to the Nehru Report, a first draft of a written constitution for India, e.g. dominion status for India leading to federation and then devolved power, which became significant in the push for independence.

Relevant points which counter the statement may include:

- The Government of India Act divided India into 11 provinces which would control all aspects of Indian life, and this aided the development of independence
- The Government of India Act abolished the dyarchy and gave each province a legislative assembly, which was a significant development towards independence
- Gandhi's Salt March (1930) led to thousands of Indian peasants following his advice and break the law to collect salt, which was a direct challenge to British law and rule and a development towards independence
- The Round Table Conferences assisted in the development towards independence, e.g. the First Round Table Conference decided that India would be run as a 'dominion', which was a political development towards independence
- The issues between the Hindus and the Muslims in the period had a major impact the development of independence, e.g. Congress government after the 1936 elections.

Question	
4 (a)	What impression does the author give about the Government of India Act (1935)? You **must** use Extract D to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

The author gives the impression that the Government of India Act (1935) was widely disliked.

This is shown by the following:

- The extract says that 'It was hated by most Indian politicians and even by a significant group of British MPs'
- The language the author uses, including 'poor attempt', 'extremely poor'
- The author has selected evidence that puts emphasis on the negative impacts of the Act and ignored some of the positive impacts that the Act had, e.g. the Dyarchy was abolished.

Question	
4 (b)	Explain **two** effects of the outcome of the elections of 1937 on India. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- An effect of the outcome of the 1937 elections was that the Congress Party gained overall control of the United and Central Provinces, Orissa, Bombay and Madras and became the largest single party in Assam and the North-West Frontier
- An effect of the outcome of the 1937 elections was that the Muslim League was weakened by poor results, e.g. in Punjab it got only 2 of the 84 reserved seats,
- An effect of the outcome of the 1937 elections was that the success of the Congress Party made it a significant partner in government with the Raj.

Question	
4 (c) (i)	'The main reason for growing opposition to British rule in India, in the years 1919-27, was the Amritsar Massacre.' You may use the following in your answer: • the Amritsar Massacre • Congress. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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Indicative content

Relevant points which support the statement may include:

- The events of the Amritsar Massacre, e.g. the death of 379 peacefully protesting Indians with a further 1200 wounded, alienated many Indians and turned them against British rule
- The Amritsar Massacre allowed Dyer to impose martial law, e.g. Indians were to be flogged if they did not observe *salaam*, the Crawling Order, which alienated Indians towards British rule
- The way in which the Amritsar Massacre was investigated and dealt with by the British authorities, e.g. the Hunter Committee made British rule unpopular with many Indians.

Relevant points which counter the statement may include:

- The Congress Party gained increasing support from Hindus, Muslims and untouchables as it promoted nationalism and independence over British rule
- Many Indians were disappointed with the consequences of the 1919 Government of India Act, e.g. their local parliaments could be blocked by the Viceroy and this fuelled opposition to British rule
- Gandhi's campaigns based on peaceful protest and civil disobedience fostered a growing sense of Indian nationalism and resistance to British rule
- The Muslim League supported the Khilafat Movement, which repudiated British rule in India and legitimised Muslim participation in the Indian National Movement
- There was considerable opposition to British rule as a result of the failure to have Indian representation on the Simon Commission.

Question	
4 (c) (ii)	'In the years 1940-47, it was the Lahore Declaration (1940) that was the most significant development on the way to the partition of India.' How far do you agree? Explain your answer. You may use the following in your answer: • Lahore Declaration (1940) • Mountbatten, Viceroy of India. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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Indicative content

Relevant points which support the statement may include:

- The Lahore Declaration emphasised that a separate state for Muslims would be needed as a future Indian government, with a Hindu majority, would be a Hindu Raj
- The Lahore Declaration was written with the significant involvement of Fazul Huq, an eminent Bengali politician and strong proponent of partition and a separate Pakistan
- Jinnah used the Lahore Declaration to signal the political position of the Muslim League and to strengthen its demand for partition and a separate Pakistan.

Relevant points which counter the statement may include:

- In his role as Viceroy of India, Mountbatten assessed that partition was necessary and that it should not be avoided, and this was a significant development
- The new Labour Government under Attlee realised that developments in India meant they had to agree to partition and this was significant
- In 1946, a turning point was the violence that broke out between Hindus and Muslims, e.g. Muslims slaughtered Hindus in Bengal. The scale of this communal violence strengthened the idea of partition as a solution
- The Princely States acceded to either India or Pakistan, and this was significant as it signalled the partition of the Raj into independent India and Pakistan
- The work of the Boundary Commission was significant as it enabled partition to become a reality, e.g. it drew a boundary that, as far as possible, ensured that Hindus and Muslims were accommodated in separate states.

Question	

Question	
4 (a)	What impression does the author give about Chandra Bose? You **must** use Extract D to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

The author gives the impression that Chandra Bose was excessively violent.

This is shown by the following:

- The extract says that Bose 'organised terrorist gangs of men and ordered them to carry out acts of destruction.'
- The language the author uses, including 'attacked', 'destruction', 'encouraged massacres'
- The author has selected evidence that puts emphasis on Chandra Bose's violent approach and not on Bose's diplomatic efforts to undermine British rule as a means of securing independence for India.

Question	
4 (b)	Explain **two** effects of the Government of India Act (1919) on India during 1919. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

Indicative content

Relevant points may include:

- An effect was that it disappointed many Indians who had hoped for immediate self-government and this led to unrest and violence, which fuelled growing Indian nationalism
- An effect was that it gave limited powers to a national parliament and local parliaments, which could be blocked by the Viceroy
- An effect was that it extended the franchise so that approximately 10 percent of the male adult population, who paid tax, were allowed to vote and all former soldiers were given the vote.

Question	
4 (c) (i)	'In the years 1920-28, it was the work of Gandhi that had the most significant impact on British rule in India.' You may use the following in your answer: • Gandhi • the Simon Commission (1928). You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- Gandhi's leadership of the Congress Party led to the Party becoming more popular with Hindus, Muslims and the untouchables as it promoted nationalism and independence from British rule
- Gandhi's Satyagraha Campaign (1920), based on peaceful protest and civil disobedience, fostered a sense of Indian identity and resistance to British rule
- Gandhi encouraged other members of Congress, e.g. Nehru, to involve themselves in peasant communities and promote a sense of Indian nationalism, which would undermine British rule
- Gandhi used his imprisonment to promote dissatisfaction with British rule.

Relevant points which counter the statement may include:

- The Simon Commission decided that the future of India was to be directed by British politicians based in Westminster, which strengthened British rule in India
- The Khilafat Movement, which attacked British rule in India, gained the support of Hindu and Muslim communities within India
- The Indian National Congress was instrumental in promoting the idea of eventual independence and, throughout the 1920s, challenged British rule and worked to overthrow it
- The Nehru Report called for immediate Dominion Status for India, as a federation with a two-chamber parliament. This gave the Hindus a focus on which to campaign against British rule.

Question	
4 (c) (ii)	'Direct Action was the main reason why British rule in India ended in 1947.' How far do you agree? Explain your answer. You may use the following in your answer: • Direct Action • Mountbatten. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- Direct Action led to widespread uncontrollable violence and hastened the need for independence as a solution
- Direct Action in Calcutta, which saw 5000 killed and over 20,000 injured, suggested that India was on the brink of civil war and hastened the need for an independence solution
- Direct Action led Commander-in-Chief Auchinleck to warn Viceroy Wavell that his Indian officers were loyal to the concept of an independent 'India' and would not order Hindu to fire on Hindu, or Muslim to fire on Muslim.

Relevant points which counter the statement may include:

- The impact of Mountbatten was a decisive factor in British rule ending as his brief was to transfer power on the basis of the Cabinet Mission Scheme
- 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
- The 'Quit India' campaign led the British government to realise that India was ungovernable in the long run due to the cost, and that it needed to exit gracefully and peacefully.
- The links between Congress and the Labour Party were longstanding and, when Labour formed a government in July 1945, this made it more likely that British rule would end
- British rule came to an end as a consequence of long-term Indian protest and independence campaigns.

Question	
4 (a)	What impression does the author give about India's entry into the Second World War? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

The author gives the impression that the British government acted high-handedly in regard to India's entry into the Second World War.

This is shown by the following:

- The extract says that 'This made it very clear that India, whether it liked it or not, was still part of the British Empire.'
- The language the author uses, including 'make matters worse', 'ignored', 'not even been consulted'
- The author has selected evidence that puts emphasis on the negative attitude towards India's involvement in the Second World War and ignored the fact that some within India supported entry into the war.

Question	
4 (b)	Explain **two** effects of the activities of the Muslim League on its relations with Congress in the years 1924-29. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- An effect was that in 1924, the Muslim League met separately from Congress and planned a future for India that was based on a loose federal structure, which put it at odds with Congress
- An effect was that Jinnah's Fourteen Points were so unpopular with the Hindus that relations with Congress deteriorated
- An effect was that the League's rejection of the Nehru Report brought to an end Hindu-Muslim cooperation.

Question	
4 (c) (i)	'In the years 1919-20, the main reason for the growth of nationalism in India was the Government of India Act (1919).' You may use the following in your answer: • the Government of India Act (1919) • the impact of the First World War. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- The Government of India Act (1919) dissatisfied many Indians as it did not offer immediate self-government and this disappointment expressed itself in growing nationalist sentiment
- The Government of India Act created the Dyarchy, which divided power in the provinces and gave provincial councils control over Indian education, agriculture, and health, and this aided the growth of nationalism
- The Indian National Congress boycotted the first elections held under the Government of India Act under Gandhi's leadership as part of his desire to encourage a greater sense of Indian nationalism.

Relevant points which counter the statement may include:

- The impact of the First World War, into which India had poured men, materials and contributed financially through taxation, led to a growing desire for self-governance, which was expressed through growing nationalism
- The Rowlatt Acts included trial without jury, censorship and house arrest, and were seen as Britain exerting authority and gave rise to growing nationalism
- The Rowlatt Acts alienated a wide range of Indian public opinion, which fuelled nationalism
- The Amritsar Massacre turned millions of loyal Indians against the Raj, as they now believed that British rule would not allow any form of independence, which fuelled nationalist sentiment
- The Hunter Report (1920) on Amritsar further fuelled growing nationalism, as the British authorities were seen as complicit.

Question	
4 (c) (ii)	'It was Gandhi's Salt March that had the most significant impact on British rule in India in the 1930s before the outbreak of the Second World War.' How far do you agree? Explain your answer. You may use the following in your answer: • Gandhi's Salt March (1930) • the elections of 1937. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- Gandhi's Salt March led to thousands of Indian peasants following Gandhi's advice by breaking the law to collect salt, which was a direct challenge to British law and rule
- Gandhi's Salt March led to hundreds of peasants being arrested and imprisoned, which was seen as unjust by many Indians and further evidence of harsh British rule
- Gandhi's Salt March led to further action in the form of strikes, protest and civil disobedience organised by Provincial committees, which the British were unable to stop, and this weakened Britain's authority.

Relevant points which counter the statement may include:

- An outcome of the 1937 elections was that the success of the Congress Party made it a significant partner in government with the Raj, thus impacting British on rule
- In 1930, Allama Muhammad Iqbal made a famous speech suggesting a separate state for Muslims. This was an inspiration to the Muslims and motivated them to further challenge British rule
- The First Round Table Conference had a broad range of Indian political opinion present, made progress and decided India would be run as a federation, which had an impact on British rule
- The impact of Gandhi's attendance at the Second Round Table Conference, where he represented Congress and Indian national unity, signified Britain's willingness to seek an agreement
- The Government of India Act (1935) abolished the Dyarchy and gave each province a legislative assembly, which weakened Britain's governmental grip on India.

Question	
4 (a)	What impression does the author give about the Amritsar Massacre? You **must** use Extract D to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content

The author gives the impression that the Amritsar Massacre was unjustified.

This is shown by the following:

- The extract says 'Then the unbelievable happened'
- The language the author uses, including 'certainly unarmed', 'gossiping', 'relaxing'
- The author has selected evidence that is focused on the peaceful actions of those present and the brutal activities of the British armed forces and does not acknowledge that public meetings had been banned.

Question	
4 (b)	Explain **two** effects of Gandhi's campaigns in the 1920s on Indian nationalism. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- An effect was that Gandhi promoted Indian nationalism through sit-down protests, strikes, marches and boycotts, which increased the challenge to British rule
- An effect was that Gandhi fostered growing Indian nationalism by making the Congress Party a popular one for all Indians regardless of caste or religion, e.g. untouchables, Hindus and Muslims, which threatened British rule
- An effect was that Gandhi promoted the growth of Indian nationalism by encouraging Indians to challenge Britain's economic power, e.g. not buying imported British-made clothes and urging them to make their own clothes.

Question	
4 (c) (i)	'The main consequence of the Second World War on India in the years 1939-45, was increased support for independence.' How far do you agree? Explain your answer. You may use the following in your answer: • support for independence • economic impact. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The impact of the Second World War encouraged Gandhi to launch his last great *satyagraha* campaign, known as the 'Quit India' campaign, as he judged that Britain was at a critical stage in the war
- Congress withdrew the Ministries from the provinces in order to disrupt India's participation in the war effort and hasten independence
- The Second World War enabled the Muslim League to strengthen its political position in the movement towards independence
- The impact of the Second World War encouraged Subhas Chandra Bose to urge Indians to rise up against British tyranny.

Relevant points which counter the statement may include:

- The initial economic impact of the Second World War was significant as prices of raw materials and food rose and a large overseas demand for Indian commodities, like raw jute and oilseeds, grew
- The impact allowed older industries to expand, e.g. cement, cotton textiles, iron and steel, and sugar. By 1945, production was 20% higher than at the start of the war
- As the war progressed, the capture of one country after another by Germany in Europe and by Japan in the East, reduced the area to which exports from India were either possible or permitted
- As a result of the war, Britain sought to find a solution to how India could be governed, e.g. the Cripps Mission.

Question	
4 (c) (ii)	'Communal violence was the main reason why India was partitioned.' How far do you agree? Explain your answer. You may use the following in your answer: • communal violence • the Princely States. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- In 1946, communal violence broke out between Hindus and Muslims, e.g. 5000 Muslims were killed in Calcutta, and Muslims slaughtered Hindus in Bengal. The scale of this communal violence strengthened the idea of partition as a solution
- Communal violence led the Muslim League to announce its support for a general strike (hartal) and assert its demand for a separate homeland for Muslims
- Communal violence sparked religious riots in Noakhali, Bihar, United Provinces, Punjab and the North Western Frontier Province, which further sowed the seeds of the need for the partition of India.

Relevant points which counter the statement may include:

- The Princely States were either Hindu or Muslim and therefore sought to accede to either India or Pakistan, and this was significant as it strengthened the need for the partition of the Raj into independent India and Pakistan
- The role played by Jinnah in leading the Muslim League, with its demand for a separate Pakistan, meant that an independent India in itself was not enough and partition was required
- The work of the Boundary Commission was significant in enabling partition to become a reality, as it drew a boundary that, as far as possible, ensured that Hindus and Muslims were accommodated in separate states
- Mountbatten, as Viceroy, gave his assessment that partition could not be avoided
- The Labour Government was sympathetic to decolonisation and approved the plan for partition as a means of leaving India.

Question	
4 (a)	What impression does the author give about the Simla Conference? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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The author gives the impression that the Simla Conference was not a success.

This is shown by the following:

- The extract says that 'Wavell wished for an agreement… This did not happen…'
- The language the author uses, including, 'rejected', 'unyielding', 'ruined'
- The author has selected evidence to show that the Simla Conference was unsuccessful and ignored some aspects, e.g. Congress agreed to the general framework of the discussion.

Question	
4 (b)	Explain **two** effects of the Lahore Resolution (1940) on the way in which Indian independence developed. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that the Lahore Resolution emphasised that a separate state for Muslims would be needed as a future Indian government, with a Hindu majority, would be a Hindu Raj
- An effect was that the Lahore Resolution, written with the significant involvement of Fazul Huq, an eminent Bengali politician, outlined partition and a separate Pakistan
- An effect was that Jinnah used the Lahore Resolution to signal the political position of the Muslim League and to strengthen its demand for partition and a separate Pakistan.

Question	
4 (c) (i)	'In the years 1919-29, the main reason for the growth of nationalism in India was the Amritsar Massacre.' How far do you agree? Explain your answer. You may use the following in your answer: • the Amritsar Massacre • the Simon Commission. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The events of the Amritsar Massacre, e.g. the death of 379 peacefully protesting Indians with a further 1200 wounded, alienated many Indians and turned them against British rule
- The Amritsar Massacre allowed Dyer to impose martial law, e.g. Indians were to be flogged if they did not observe *salaam*, the Crawling Order, which alienated Indians and fuelled nationalist sentiment
- The way in which the Amritsar Massacre was investigated and dealt with by the British authorities, e.g. the Hunter Committee, made British rule unpopular with many Indians.

Relevant points which counter the statement may include:

- The Simon Commission, which visited India in February 1928 and April 1929, aroused increased nationalist sentiment from both Indian supporters and protesters who saw the possibility of self-governance coming as an outcome
- The Rowlatt Acts included trial without jury, censorship and house arrest, and were seen as Britain exerting authority, and fuelled nationalist sentiment
- The Congress Party gained increasing support from Hindus, Muslims and untouchables as it promoted nationalism and independence over British rule
- Gandhi's aims and methods promoted Indian nationalism, e.g. peace protest against British rule and *satyagraha*
- Many Indians were disappointed with the consequences of the 1919 Government of India Act, e.g. their local parliaments could be blocked by the Viceroy and this fuelled nationalist sentiment.

Question	
4 (c) (ii)	The most significant event affecting British rule of India, in the years 1930-39, was Gandhi's Salt March.' How far do you agree? Explain your answer. You may use the following in your answer: • Gandhi's Salt March (1930) • the Round Table Conferences. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- The Salt March led to thousands of Indian peasants following Gandhi's advice by breaking the law to collect salt and this was a direct challenge to British law and rule
- The Salt March led to hundreds of peasants being arrested and imprisoned and this was seen as unjust and further evidence of harsh British rule
- The Salt March led to further action in the form of strikes, protests and civil disobedience organised by provincial committees and the British were unable to stop them.

Relevant points which counter the statement may include:

- The Round Table Conferences assisted in the development towards independence, e.g. the First Round Table Conference decided that India would be run as a 'dominion', which was a political development towards independence
- The passage of the Government of India Act (1935) divided India into 11 provinces which would control all aspects of Indian life, and this aided the development of independence
- The passage of the Government of India Act (1935) abolished the dyarchy and gave each province a legislative assembly, which was a significant development towards independence
- The outcome of the 1937 elections was that the success of the Congress Party made it a significant partner in government with the Raj
- The declaration of war with Germany by the British government angered many Indians and gave Hindus and Muslims a chance to push their cause for independence.

Question	
4 (a)	What impression does the author give about India in 1947? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content

Relevant points may include:

The author gives the impression that in 1947 India was in chaos.

This is shown by the following:

- The extract says '...created the displacement of people in India, as well as destruction and death.'
- The language the author uses, including 'terrified', 'stranded', 'murdered'
- The author has selected evidence that put emphasis on the negative effects of Partition and ignored the positive effects, e.g. Partition allowed independence which meant people were free from colonial rule.

Question	
4 (b)	Explain **two** effects of the Round Table Conferences on India in the 1930s. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that the First Round Table Conference weakened British rule in India as it had a broad range of Indian political opinion present, made progress and decided India would be run as a federation
- An effect was that the Second Round Table Conference demonstrated the lack of agreement between Hindus and Muslims regarding separate electorates, reserved seats for racial minorities and Gandhi's ability to represent all of India
- An effect of the Round Table Conferences was to create further discontent in India as no long-term solution to how the country should be run was agreed.

Question	
4 (c) (i)	'The Rowlatt Acts were the main reason why British rule in India was unpopular in 1919.' How far do you agree? Explain your answer. You may use the following in your answer: • the Rowlatt Acts (1919) • the Government of India Act (1919). You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Rowlatt Acts confirmed that the promises made by the Montagu-Chelmsford reforms were meaningless and all the British intended to do was use force in their rule of India, which made them unpopular
- The Rowlatt Acts included trial without jury, censorship and house arrest, which led to Britain being seen as authoritarian and this increased its unpopularity
- The Rowlatt Acts alienated a wide range of Indian public opinion, which fuelled growing nationalism.

Relevant points which counter the statement may include:

- The Government of India Act created the Dyarchy, which was unpopular because it failed to offer Indian self-government
- The Government of India Act maintained Britain's control of military matters, foreign affairs, currency, communications and criminal law, and many nationalists were disappointed
- The Amritsar Massacre turned millions of loyal Indians against the Raj, as they now believed that British rule would not allow any form of independence
- The annulment of the partition of Bengal had led the Muslim League to believe that Britain would not recognise Muslims and this increased Britain's unpopularity among the Muslim community
- India had poured men and materials into the war effort, and contributed financially through taxation, and this led to a growing desire for self-governance, which did not happen and increased dissatisfaction with British rule.

Question	
4 (c) (ii)	'In the years 1920-27, the most significant feature of opposition to British rule was Gandhi's civil disobedience campaign.' How far do you agree? Explain your answer. You may use the following in your answer: • Gandhi's civil disobedience campaign • the Muslim League. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Gandhi believed in peaceful protest, based on *satyagraha* or soul force. He promoted Indian nationalism through sit-down protests, strikes, marches and boycotts, which opposed British rule in a peaceful way
- Gandhi was instrumental in fostering growing Indian nationalism by making the Congress Party a popular one for all Indians regardless of caste or religion, e.g. untouchables, Hindus and Muslims
- Gandhi promoted the growth of Indian nationalism by encouraging Indians to oppose Britain's economic power, e.g. not buying imported British-made clothes and urged them to spin and weave their own clothes.

Relevant points which counter the statement may include:

- The Muslim League supported the Khilafat Movement, which repudiated British rule in India and legitimised Muslim participation in the Indian National Movement
- The Delhi Proposals saw the issue of separate electorates resolved, which meant that Hindu-Muslims relations had improved and together they expressed their opposition to British rule
- The Hunter Report (1920) on Amritsar and the vindication of Dyer fuelled opposition to British rule and growing Indian nationalism, as the British authorities were seen as complicit
- The Indian National Congress was instrumental in promoting Indian nationalism through the idea of eventual independence and throughout the 1920s opposed British rule and worked to overthrow it
- There was considerable opposition to British rule as a result of the failure to have Indian representation on the Simon Commission, which further fuelled the growth of Indian discontent.

Question	
4 (a)	What impression does the author give about Gandhi's aims for India in the 1920s? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include:

The gives the impression that Gandhi's aims for India were unrealistic.

This is shown by the following:

- The extract says 'Gandhi's aims for the future of India, in the 1920s, were ridiculously unworkable.'
- The language the author uses, including 'not possible', 'led to violence'
- The author has selected evidence that puts emphasis on the weakness of Gandhi's aims and ignored the support that Gandhi got from many Indians, which suggests that his aims were not unrealistic.

Question	
4 (b)	Explain **two** effects of communal violence, on India, in the years 1946-47. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that in 1946, communal violence saw 5000 Muslims killed in Calcutta, and Muslims slaughtered Hindus in Bengal, which strengthened the idea of the need for partition
- An effect was that communal violence led the Muslim League to announce its support for a general strike (*hartal*) and assert its demand for a separate homeland for Muslims
- An effect was that communal violence sparked religious riots in Noakhali, Bihar, United Provinces, Punjab and the North Western Frontier Province, which furthered the need for the partition of India.

Question	
4 (c) (i)	'The impact of the Government of India Act (1935) was the main reason why British rule in India became more unpopular in the years 1930-37.' How far do you agree? Explain your answer. You may use the following in your answer: • the Government of India Act (1935) • the Round Table Conferences (1930-32). You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The Government of India Act divided India into 11 provinces which would control all aspects of Indian life, and this made British rule more unpopular
- The Government of India Act gave each of the 11 provinces a governor with emergency powers and this made British rule unpopular as it weakened the power of each provincial legislative assembly
- The Government of India Act did not offer enough power to Muslims as the Muslim League felt the Act did not guarantee Muslim rights and this made British rule unpopular.

Relevant points which counter the statement may include:

- The Round Table Conferences assisted in making British rule unpopular, e.g. the First Round Table Conference decided that India would be run as a 'dominion', which was not what many wanted
- Gandhi's Salt March (1930) led to thousands of Indian peasants following his advice by breaking the law to collect salt, which was a direct challenge to British law and rule and their popularity
- The success of the Congress Party in the 1937 elections made it a significant partner in government with the Raj and demonstrated the unpopularity of British rule.

Question	
4 (c) (ii)	'In the years 1939-45, the main impact of the Second World War on India was political.' How far do you agree? Explain your answer. You may use the following in your answer: • political impact • economic impact. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- Congress withdrew the Ministries from the provinces in order to disrupt India's participation in the war effort and hasten independence
- The Cripps Mission's offer of full dominion status after the war was not what Congress wanted to hear and as a consequence it failed
- The impact of the Second World War encouraged Gandhi to launch his last great *satyagraha* campaign, known as the 'Quit India' campaign, as he judged that Britain was in a critical time in the war
- The impact of the Second World War encouraged Subhas Chandra Bose to urge Indians to rise up against British tyranny.

Relevant points which counter the statement may include:

- The initial economic impact of the Second World War was significant as prices of raw materials and food rose and a large overseas demand for India commodities like raw jute and oilseeds grew
- The impact allowed older industries to expand, e.g. cement, cotton textiles, iron and steel, and sugar. By 1945, production was 20% higher than that in 1937
- The financial cost to India of the Second World was huge and this put a significant strain on its economic infrastructure
- The war impacted on the way of life of many Indians from all backgrounds who contributed to the war effort, e.g. 2 million Indians served in the army and others on merchant supply ships transporting supplies and food to soldiers in Europe.

Question	
4 (a)	What impression does the author give about Mountbatten's role in India's independence? You **must** use Extract D to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include the following:

- The author gives the impression that Mountbatten was crucial to the process of India's independence.

This is shown by the following:

- The extract says that '…totally different from any of the previous Viceroys.'
- The language the author uses, including 'sheer determination', 'charm', 'man of action'
- 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.

Question	
4 (b)	Explain **two** effects of the Second World War on India. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include the following:

- An effect of the Second Word 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
- 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
- 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.

Question	
4 (c) (i)	'The main reason for the growth of Indian nationalism, in the years 1919-20, was the impact of the First World War.' How far do you agree? Explain your answer. You may use the following in your answer: • the First World War • the Rowlatt Acts. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include the following:

- India had poured men and materials into the war effort, and contributed financially through taxation and this led a growing desire for self-governance
- India's war effort led Congress to talk openly about self-government and generated nationalistic feeling
- The war had led to a build-up of resentment at oppression that came from the Defence of India Act.

Relevant points which counter the statement may include the following:

- The Rowlatt Acts included trial without jury, censorship and house arrest, and were seen as Britain exerting authority and gave rise to growing nationalism
- The Rowlatt Acts alienated a wide range of Indian public opinion and fuelled growing nationalism
- 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.
- 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.

Question	
4 (c) (ii)	'In the years 1921-37, the Muslim League played the most significant role in the growth of Indian nationalism.' How far do you agree? Explain your answer. You may use the following in your answer: • the Muslim League • the Simon Commission (1928). You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include the following:

- The Muslim League met separately from Congress in 1924 in order to plan for a future India that was to be federally structured, in which provinces would gain some autonomy while being part of the nation of India
- The Muslim League supported the Khilafat Movement, which repudiated British rule in India and contributed to the growth of Indian nationalism
- The Muslim League supported an all-India nationalist movement, which was key in driving Indian nationalism.

Relevant points which counter the statement may include the following:

- 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
- Gandhi's campaigns, based on peaceful protest and civil disobedience, fostered a growing sense of Indian identity and nationalism
- Congress used agitation regarding social welfare in the villages of India to foster a growing sense of Indian nationalism
- The Simon Commission did little to satisfy Indian demands and seemed to confirm that British politicians were firmly in control of India, and this further fostered growing Indian nationalism.

Question	
4 (a)	What impression does the author give about the Government of India Act (1935)? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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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 the Government of India Act (1935) would not deliver change in the way India was governed.

This is shown by the following:

- 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)	Explain **two** effects of the role of Jinnah on Indian unity in the years 1928-30. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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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.

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)	'In the years 1920-27, Gandhi was the main driving force behind the rise of Indian nationalism.' How far do you agree? Explain your answer. You may use the following in your answer: • Gandhi • the Hunter Report (1920) on Amritsar. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include the following:

- Gandhi's leadership of the Congress Party led to the Party becoming more popular with Hindus, Muslims and the untouchables as it drove nationalism and independence
- Gandhi's campaigns, based on peaceful protest and civil disobedience, fostered a sense of Indian identity and nationalism
- Gandhi encouraged other members of Congress, e.g. Nehru, to involve themselves in peasant communities and promote a sense of Indian nationalism
- Gandhi used his imprisonment to promote dissatisfaction with British rule and this aided growing Indian nationalism.

Relevant points which counter the statement may include the following:

- The Hunter Report (1920) on Amritsar fuelled growing nationalism, as the British authorities were seen as complicit
- Jinnah made the bold offer to Congress to end his support for separate elections in order to aid Indian nationalism
- The Khilafat Movement, which repudiated British rule in India, gained the support of Muslim communities within India and aided the rise of Indian nationalism.

Question	
4 (c) (ii)	'The impact of the 'Quit India' campaign was the main reason why India gained independence.' How far do you agree? Explain your answer. You may use the following in your answer: • the 'Quit India' campaign • the British Labour Government (1945). You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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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	Mark scheme
2 (a)	What impression does the author give about Garibaldi's conquest of Sicily in 1860? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content

Relevant points may include:

- The author gives the impression that Garibaldi's conquering of Sicily in 1860 was easy and successful.

This is shown by the following:

- The extract says that 'Garibaldi landed in Sicily and encountered very little resistance'.
- The language the author uses, including 'completely conquered' and 'sensational victory'
- The author has selected evidence to show that even though The Thousand were poorly armed they conquered Sicily with relative ease and omitted details to show difficulties or opposition encountered.

Question	Mark scheme
2 (b)	Explain **two** effects of the Pact of Plombières on Italy. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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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.

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

Indicative content

Relevant points may include:

- The Pact of Plombières led to France joining Piedmont in a war against Austria, to drive Austria out of Italy
- The Pact led to the creation of a Kingdom of Upper Italy covering the provinces of the north, thereby creating an area of unified Italy
- As a result of the Pact, Piedmont ceded Savoy to France, as the majority of the population was French speaking.

Question	Mark scheme
2 (c) (i)	'Economic problems were the main reason for revolutions in the Italian states in 1848.' How far do you agree? Explain your answer. You may use the following in your answer: • economic problems • the reforms of Pope Pius IX. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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Indicative content

Relevant points which support the statement may include:

- Economic problems caused the demand for change, e.g. poor harvests led to food riots in the north and south
- Under-employment in the textiles industries in the north, resulting in workers destroying machinery and demanding political change
- In southern areas, e.g. Calabria, land enclosure had taken common land from the peasantry, which resulted in violence and demand for political change.

Relevant points which counter the statement may include:

- Pope Pius heightened the expectations of liberals for reform by declaring an amnesty for political offences, releasing some 2000 prisoners from papal gaols
- Press censorship by the church was ended, allowing the creation of a freer press that encouraged liberal and radical thought and action
- 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
- In Lombardy Austrian refusal to respond to agitation for political reform led to 'The Five Days of Milan'
- 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.

Question	Mark scheme
2 (c) (ii)	'Cavour played the most significant role in the development of Piedmont in the years 1848–54.' How far do you agree? Explain your answer. You may use the following in your answer: • the role of Cavour • the role of King Victor Emmanuel II. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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Indicative content

Relevant points which support the statement may include:

- Cavour provided inspiration, insight and leadership that was essential for the development of Piedmont
- As Minister of Trade and Agriculture, and later the Navy, he oversaw significant technological improvement that modernised Piedmont
- As Minister of Finance he aimed to balance the books and pursued free trade, signing treaties with Portugal, France, Britain and Belgium, which ensured economic and political development
- Cavour oversaw the development of railway building, which he believed would modernise Piedmont and assist in creating the Italian state.

Relevant points which counter the statement may include:

- At the decisive battles of Magenta and Solferino, Victor Emmanuel commanded the Piedmontese corps in person to the benefit of Piedmont
- Following the armistice of Villafranca, Victor Emmanuel exercised a valuable restraint on Cavour, who wanted to continue the war alone which could have been to the detriment of Piedmont
- 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
- 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.

3: Germany: development of dictatorship, 1918–45

Question	Mark scheme
2 (a)	What impression does the author give about Piedmont's role in the Crimean War? You **must** use Extract B to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content

Relevant points may include:

- The author gives the impression that Piedmont played an important role in the Crimean War.

This is shown by the following:

- The extract says that Piedmont 'played a significant role in the victory over the Russians'
- The language the author uses, including 'the Piedmontese army did not disgrace itself' and 'respect and gratitude of its allies'
- The author has selected evidence that has put the role played by Piedmont in the Crimean War as very important and ignored evidence such as Cavour's reluctance and the small size of its army.

Question	Mark scheme
2 (b)	Explain **two** effects of the appointment of Cavour as the Prime Minister of Piedmont on the development of the state of Piedmont. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- As Prime Minister Cavour was influential in the promotion of Piedmont's economic development and in developing the political nature of the Piedmontese state
- As Prime Minster Cavour used public money and loans to build new railways lines, which had a significant impact on Piedmont's economy
- As Prime Minister Cavour developed the *connubio,* which saw the introduction of anti-clericalism, e.g. the vast estates of the church and its five million lire income were confiscated and used in the development of Piedmont.

Question	Mark scheme
2 (c) (i)	'Poor leadership was the main reason why the 1848 Revolutions in the Italian states failed'. How far do you agree? Explain your answer. You may use the following in your answer: • poor leadership • lack of support. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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Indicative content

Relevant points which support the statement may include:

- Charles Albert, Pope Pius IX and Mazzini were all possible contenders for uniting Italy but their poor leadership during the revolutions led to failure
- Charles Albert declared war on Austria, but due to poor leadership his armies were defeated at the Battle of Custoza, and again at the battle of Novara
- Pope Pius IX was regarded as the first liberal Pope but his reforms, e.g. the Papal Allocution April 1848, did not help Italy become a federation or even unite it
- Mazzini was unable to persuade the masses to support democratic republicanism.

Relevant points which counter the statement may include:

- There was little significant support for the Risorgimento from the peasantry because those who called for insurrection were often seen as an opponent as they did not address the issue of land
- The revolutions were mainly urban based and support came from only a small artisan class
- The revolutions had not removed the power and control that Austria had over the Peninsula
- The insurrections of 1848 were too regionally based and this led to a confusion of aims, resulting in the failure of the revolutions and the uniting of Italy.

Question	Mark scheme
2 (c) (ii)	'In the years 1859–60, Cavour had the most significant impact on the process of Italian Unification.' How far do you agree? Explain your answer. You may use the following in your answer: • Cavour • Garibaldi. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Cavour promoted the idea of holding plebiscites in order to legitimise the annexation of central Italy and this aided the process of unification
- Cavour skilfully handled Garibaldi over his success in Sicily by hailing it as liberating the south from the Bourbons, so aiding the process of a unified north and south
- Cavour's use of the National Society to prevent the extremes of republicanism and encourage pragmatic unity was important to the process of unity
- Cavour's development of Piedmont was seen by many as the model by which Italy could be unified.

Relevant points which counter the statement may include:

- Garibaldi was popular with many Italians because of his successes in the war of 1859 and he formed a volunteer unit that won victories over Austria and aided unification
- Garibaldi attracted the support of men of property, and they saw him and the annexation by Piedmont as the only way of restoring order and aiding unification
- The rising in Palermo in Sicily (1860) was the work of Mazzinian Republicans and their role aided the process of unification
- The influence of foreign powers, e.g. Austria, France, Britain and Russia, was significant in the process of unification.

3: Germany: development of dictatorship, 1918–45

Question	Mark scheme
2 (a)	What impression does the author give about 'Piedmontisation' during Italian unification? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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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 author give the impression that 'Piedmontisation' was imposed on Italians during unification.

This is shown by the following:

- The extract says that 'Italians felt betrayed by Piedmont's forced creation'
- The language the author uses, including 'immediate aim was to crush any opposition', 'unsuitable for unification with Piedmont', 'had very little understanding'
- The author has selected evidence that gives focus to the negative effects of 'Piedmontisation' and not the positive aspects, e.g. the economic and political benefits.

Question	Mark scheme
2 (b)	Explain **two** effects of the *Statuto* on Piedmont. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- The *Statuto* allowed the King to hold on to some important powers, e.g. the right to sanction laws and appoint members of the upper house of the Piedmont Parliament
- The *Statuto* created a constitutional monarchy, giving the Piedmont Parliament the right to introduce laws
- The *Statuto* granted civil liberties to Piedmont citizens, e.g. religious toleration.

Question	Mark scheme
2 (c) (i)	'The Crimean War was the most significant turning point on the way to Italian unification in the years 1854-59'. You may use the following in your answer: • the Crimean War • the defeat of Austria (1859). You **must** also use information of your own **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Crimean War saw the involvement of Piedmont and this led to Piedmont's increasing diplomatic stature and control of the direction of Italian unity
- The impact of the Crimean War marked the end of the Treaty of Vienna and this significantly weakened Austria's power over the peninsula
- The Crimean War effectively isolated Austria and weakened its position within the peninsula, as it had now lost its ally Russia and was forced to ally with an ultimately unreliable Prussia. This aided those who wanted Italian unification
- The impact of the Crimean War meant that Britain and France were no longer sympathetic to Austria's power in Northern Italy and its influence over the whole of the peninsula.

Relevant points which counter the statement may include:

- The battles at Solferino and Magenta were significant as French and Piedmontese armies defeated the Austrians, which started the weakening of Austria's grip on Northern Italy
- The defeat of Austria allowed Napoleon III to play a significant role in Italian unity
- The Pact of Plombières was significant as it created a Kingdom of Upper Italy which included Piedmont, Lombardy and Venetia, the duchies of Parma, Modena and the Papal Legations.

- The Treaty of Villafranca was significant in shaping Italian unity, with Austria agreeing to give Lombardy to France, who might then choose to give it to Piedmont.

Question	Mark scheme
2 (c) (ii)	The role of the great powers was the main factor in bringing about Italian Unification in the years 1859-61.' How far do you agree? Explain your answer. You may use the following in your answer: • the great powers • the Proclamation of the Kingdom of Italy. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- In the summer of 1860 Austria reinforced its military capabilities in the area and this incited demands for Italian unification and this emboldened Piedmont
- France, under Louis Napoleon III was determined to free Italy from Austrian control and this assisted the process of Italian unification
- Britain was keen to deter any intervention by any of the major European powers in the process of unification, and was particularly concerned about the actions of Austria and France, and warned it would intervene militarily.

Relevant points which counter the statement may include:

- The Proclamation of the Kingdom of Italy declared that King Victor Emmanuel II of Sardinia was proclaimed King of Italy, and this was formal recognition and embedded unification
- Russia protested at the unseating of the ruling House of the Bourbons in Naples, so broke off diplomatic relations with Piedmont, which weakened Piedmont's position
- Cavour promoted the idea of holding plebiscites in order to legitimise the annexation of central Italy and this aided the process of unification
- Garibaldi attracted the support of men of property, and they saw him and the annexation by Piedmont as the only way of restoring order and aiding unification.
- The rising in Palermo, Sicily in 1860 was the work of Mazzinian Republicans and their role aided the process of unification.

Question	Mark scheme
2 (a)	What impression does the author give about the 1848 revolutions in the Italian states? You **must** use Extract B to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that the revolutions of 1848 in the Italian states were not successful.

This is shown by the following:

- The extract says that the revolutions of 1848 'were limited and actually achieved little'
- The language the author uses, including 'little significant support', 'were quickly and easily thrown off the land'
- The author has selected evidence to show that the lack of success of the revolutions was based on the role of the peasantry and failed to provide examples of where the revolutions were supported.

Question	Mark scheme
2 (b)	(a) Explain **two** effects of the Franco-Prussian War on Italy in 1870. . **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- Rome was left defenceless as French troops were needed to defend French borders that were being threatened by Prussia
- Lanza's pro-unification government seized the opportunity to take control of Rome and hold a plebiscite, which approved Rome's annexation to Italy
- The effect of the war led to Rome being made the capital of the new Italian state.

Question	Mark scheme
2 (c) (i)	'Political change was the most important feature of Piedmont's development in the years 1848-54.' How far do you agree? Explain your answer. You may use the following in your answer: • political developments • economic expansion. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The *Statuto* strengthened the role of the Piedmontese parliament in relation to the passing of legislation, the imposition of taxes and the freedom of the press, making Piedmont the centre of Italian nationalism and liberalism
- Cavour used the *connubio* to strengthen Parliament at the expense of the monarchy, as it created a tactical alliance at the centre of politics
- D'Azeglio's government was weakened by the political re-alignment caused by the *connubio,* e.g. his ministry collapsed, which opened the door for Cavour to become Prime Minister and influence the political development of Piedmont.

Relevant points which counter the statement may include:

- Public money was used in the building of the rail linkage of Milan, Turin, Genoa and the French border, which opened access to trade which aided Piedmont's economic expansion
- Cavour used government subsidies for a range of enterprises resulting in economic expansion for Piedmont, e.g. the electric telegraph linked Turin and Paris, and canal building started
- Cavour's agricultural policies advocated practical approaches to increasing productivity and developing more efficient production methods
- Cavour pursued an anti-clerical policy in order to undermine the Catholic Church's dominant position as he saw the papacy as a natural supporter of Austria
- Cavour decreased the influence of the Church by abolishing monastic orders and confiscating Church land.

Question	Mark scheme
2 (c) (ii)	'The battles of Magenta and Solferino were the main reason for the defeat of Austria in 1859.' How far do you agree? Explain your answer. You may use the following in your answer: • the battles of Magenta and Solferino • Napoleon III. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The battle of Magenta (4 June 1859) was the first battle of the Second War of Italian Independence against Austria, forcing them to evacuate Lombardy and was significant for the Franco-Piedmont alliance's subsequent defeat of Austria
- In the aftermath of their defeat at Magenta the Austrians were forced to retreat to the south-east and this weakened their hold on the peninsula
- The battle of Solferino was the last engagement between an Austrian and a Franco-Piedmontese army and resulted in Austrian defeat and the annexation of most of Lombardy to Piedmont.

Relevant points which counter the statement may include:

- In July 1858, Napoleon III met Cavour at Plombières and agreed to ally France with Piedmont in a war against Austria in northern Italy
- Napoleon III agreed to supplying 200,000 troops to help drive Austria out of the peninsula, meaning that Austria had to fight a war on two fronts
- 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, which gave the French ten days to move their troops into Piedmont by rail
- Victories by the Piedmontese army at Palestro and by Garibaldi at Como in May 1859, helped pave the way for further military success against Austria and its defeat.

Question	Mark scheme
2 (a)	What impression does the author give about the unification of Italy in 1870? You **must** use Extract B to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content

Relevant points may include:

The author gives the impression that the unification of Italy in 1870 had not been successful.

This is shown by the following:

- The extract says 'many significant issues facing Italy had still not been solved'
- The language the author uses, including 'the divisions', 'made worse'
- The author has selected evidence that is focused on the lack of success that unification had for Italy and does not include aspects such as it removed Austrian domination and satisfied the aspirations of Piedmont.

Question	Mark scheme
2 (b)	Explain **two** effects of the 1848 Revolutions on Italy in the years 1848-49. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- The 1848 Revolutions highlighted the weakness of Mazzinian tactics, the limited support for revolution and the unlikelihood that a 'people's war' would unify Italy
- The 1848 Revolutions led to many looking to Piedmont, with its liberal constitution and modernising economy, as the leader of Italian unity
- The 1848 Revolutions demonstrated to many that Italian unity would only be achieved through the removal of foreign dominance, and this would only be achieved with outside support.

Question	Mark scheme
2 (c) (i)	'The Pact of Plombières was the most significant turning point on the way to Italian Unification in the years 1854-59.' How far do you agree? Explain your answer. You may use the following in your answer: • the Pact of Plombières (1858) • the Treaty of Villafranca (1859). You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Pact of Plombières was a significant turning point because it was agreed that France would join Piedmont in a war against Austria, to drive Austria and its dominance out of Italy
- The Pact of Plombières was a significant turning point because it agreed to the idea of the creation of a Kingdom of Upper Italy
- The Pact of Plombières was a significant turning point, as in return for the support of 200,000 French troops, Piedmont agreed to cede Savoy to France, as the majority of the population was French speaking
- The Pact of Plombières was a significant turning point because it agreed that a Kingdom of Central Italy would be under the control of Tuscany, thereby creating a further area of unified Italy.

Relevant points which counter the statement may include:

- The Treaty of Villafranca was a significant turning point as Austria agreed to give Lombardy to France, weakening Austrian influence
- The battles of Solferino and Magenta were significant turning points as French and Piedmontese armies defeated the Austrians which weakened Austria's grip on Northern Italy

- The Crimean war was a significant turning point as it isolated Austria and allowed Piedmont to increasingly control the direction of Italian unity
- The intervention of Britain and France in Crimea was a significant turning point as they were no longer sympathetic to Austria's power in Northern Italy and its influence over the whole of the peninsula.

Question	Mark scheme
2 (c) (ii)	'The actions of Garibaldi were the main reason for the establishment of the Kingdom of Italy in 1861.' How far do you agree? Explain your answer. You may use the following in your answer: • Garibaldi's actions • Victor Emmanuel II. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Garibaldi organised 'The Thousand' to help Sicilian revolutionaries in their insurrection and claimed that he was going to liberate and unify Italy
- Garibaldi's tactics proved decisive at the Battle of Calatafimi and the taking of Palermo secured the conquest of Sicily in the name of Italian unification
- Garibaldi's took Naples without a fight and arrived to a hero's welcome, which forced Cavour to consider action against the Papal States
- Garibaldi's defeat of the Neapolitan army opened the way to amalgamate fighting forces in the name of Victor Emmanuel and Italian unification.

Relevant points which counter the statement may include:

- Cavour isolated Garibaldi by using popular support gained in plebiscites in Sicily and Naples, which confirmed their annexation into the Kingdom of Italy
- The rising in Palermo, Sicily, in 1860, was the work of Mazzinian Republicans and their role was significant in the establishment of the Kingdom of Italy
- Victor Emmanuel made a triumphal entry into Naples and this assisted in the establishment of the Kingdom of Italy
- The influence of France and Britain was significant in the establishment of the Kingdom of Italy.

Question	Mark scheme
2 (a)	What impression does the author give about Mazzini's aims? You **must** use Extract B to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that Mazzini failed in his aims.

This is shown by the following:

- The extract says 'he never got the chance to put his democratic reforms in place'
- The language the author uses, including 'his dream', 'A dejected'
- The author has selected evidence that is focused on the Mazzini's failures and ignored some of his successes, e.g. he was instrumental in the formulation of the Constitution of the Roman Republic, which was passed by the Assembly.

Question	Mark scheme
2 (b)	Explain **two** effects of the Orsini Affair on the process of Italian unification **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- The Orsini Affair gave Napoleon the opportunity to increase French influence in the peninsula and challenge the power that Austria had
- Napoleon used the attempted assassination to persuade Cavour to introduce repressive measures against violent nationalists in Piedmont who might want to kill him, in return for support in a war against Austria
- The Orsini Affair led to a meeting at Plombières between Napoleon and Cavour where a plan was made to provoke Austria into declaring war on Piedmont, so that France could come to Piedmont's aid and replace Austria as the dominant power in Italy.

Question	Mark scheme
2 (c) (i)	'The main achievement of Cavour in Piedmont, in the years 1852-54, was to reduce the influence of the Church.' How far do you agree? Explain your answer. You may use the following in your answer: • reducing the influence of the Church • the economy. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Cavour pursued an anti-clerical policy in order to undermine the Catholic Church's dominant position and this limited the power of the papacy as a natural supporter of Austria
- Cavour reduced the influence of the Church by abolishing monastic orders
- Cavour reduced the economic power of the Church by the confiscation of land and the ending of their 5 million lire income from the state, which allowed resources to be used elsewhere in Piedmont
- Cavour promoted religious toleration, which was allowed in Piedmont, as a means of undermining and reducing the influence and power of the Catholic Church and its ally Austria.

Relevant points which counter the statement may include:

- Cavour used public money to aid transport development, which led to economic expansion, e.g. railway linkage of Milan, Turin, Genoa and the French border
- Cavour encouraged foreign investment and capital into Piedmont, the majority of it being French, which significantly aided economic expansion, e.g. Parisian bankers, Laffitte and Rothschild, financed the Mont Cenis tunnel
- Cavour encouraged the expansion of communications within Piedmont, e.g. the electric telegraph between Turin and Paris, and canal building was started
- Cavour used the *connubio* to strengthen Parliament in relation to the Crown, as it created a tactical alliance at the centre of Piedmontese politics.

Question	Mark scheme
2 (c) (ii)	'The problem of Rome was the main reason why there were obstacles to Italian unity after 1861.' How far do you agree? Explain your answer. You may use the following in your answer: • the problem of Rome • problems in the South. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The stubborn loyalty of many Roman citizens to papal rule, suggested that many Italian Catholics did not favour a united Italy
- The issue of 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
- Garibaldi's invasion of Rome, October 1867, failed as French troops defeated his army. This humiliation led to fall of the Italian government, leading many Catholics to declare that Rome did not wish to be part of a united Italy.

Relevant points which counter the statement may include:

- The South had significant poverty and was economically backward compared to some areas of Italy, e.g. Piedmont, which made unification and integration difficult
- In the regions of the South, there was a strong tradition of self-government, particularly amongst the peasants, and they resented unification and centralisation
- The division between the landowner and the middle class on the one hand, and the peasant and the landless on the other, did not improve after 1861. The sale of large amounts of land did reform the land issue, making unification problematic
- Italy's lack of economic integration made unification difficult, e.g. rail links were slow to develop
- The issue of whether Italy should be a federal or unitary state proved to be difficult to resolve, as vested interests, e.g. Piedmont, Lombardy and the Catholic Church, preferred one over the other.

2 (a)	What impression does the author give about the 1848 Revolutions in the Italian states? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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- The author gives the impression that the 1848 Revolutions, in the Italian states, were driven by economic problems.

This is shown by the following:

- The extract says that the revolutions were 'entirely driven by people who were in very difficult circumstances'
- The language the author uses, including 'violent food riots', 'destroyed weaving machinery'
- The author has selected evidence to show that the 1848 revolutions, in the Italian states, were caused by economic factors and ignored the political factors, e.g. liberal demands, the *Risorgimento.*

Question	
2 (b)	Explain **two** effects of Garibaldi's invasion of Naples and Sicily in 1860 on the unification of Italy. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

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

Indicative content

Relevant points may include:

- An effect of the invasion was that Garibaldi contributed to the unification of Italy by organising 'The Thousand' to help Sicilian revolutionaries in their insurrection
- An effect of the invasion was that it aided unification with a decisive victory at the Battle of Calatafimi and the taking of Palermo, which secured the conquest of Sicily
- An effect of the invasion was that Garibaldi's defeat of the Neapolitan army opened the way to amalgamate fighting forces in the name of Victor Emmanuel and Italian unification.

Question	
2 (c) (i)	'Economic expansion was the most significant feature of Piedmont's development in the years 1848-54.' You may use the following in your answer: • economic expansion • the *Statuto*. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- By the end of 1851, Piedmont had signed free trade treaties with Portugal, France, Britain and Belgium in order to assist economic expansion through increased trade in exports and imports
- Public money was used to aid transport development, which led to economic expansion, e.g. railway linkage of Milan and the French border
- Government subsidies were used for a range of enterprises that resulted in economic expansion within Piedmont, e.g. the electric telegraph between Turin and Paris, and canal building was started
- Significant foreign investment and capital poured into Piedmont, the majority of it being French, which significantly aided economic expansion, e.g. investment from Parisian bankers Laffitte and Rothschild.

Relevant points which counter the statement may include:

- The *Statuto* created a constitutional monarchy in Piedmont, which gave parliament the right to introduce laws, e.g. the granting of civil liberties to Piedmont citizens
- The *connubio* strengthened the position of Piedmont's parliament in relation to the Crown, as it created a tactical alliance at the centre of politics
- An anti-clerical policy was pursued in order to undermine the Catholic Church's dominant position within Piedmont, as the papacy was seen as a natural supporter of Austria
- The power of the Church was reduced by the confiscation of land and the ending of its 5 million lire income from the state.

Question	
2 (c) (ii)	'The main factor contributing towards Italian unification, in the years 1854-59, was the Treaty of Villafranca.' How far do you agree? Explain your answer. You may use the following in your answer: • the Treaty of Villafranca • the Orsini Affair. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The Treaty of Villafranca weakened Austria's grip on the Italian peninsula as Austria agreed that Lombardy be given to France, which strengthened French influence on the process of Italian unification
- The Treaty of Villafranca meant that Piedmont had to play second fiddle to the diplomacy of Napoleon III who now became a significant player in the process of Italian unification
- The Treaty of Villafranca set up the Italian confederation with the Pope at its head, which gave the Catholic Church greater influence on the process and direction of Italian unification.

Relevant points which counter the statement may include:

- Orsini intended that the assassination of Napoleon would lead to a restoration of a republic in France; that would then be well disposed to help in the process of Italian unification
- The Orsini Affair led to a meeting at Plombières between Napoleon and Cavour where a plan was made to irritate Austria into declaring war on Piedmont, so that France could come to Piedmont's aid and help the process of Italian unification
- Piedmont's involvement in the peace conference, following the end of Crimean War, gave Cavour the opportunity to speak about Italy's poor condition and condemn repressive governments, which aided the process of Italian unification
- French military victories at the Battles of Solferino and Magenta signposted the weakening of Austria's grip over the peninsula and this aided the process of Italian unification
- The Treaty of Turin, which formally ended the war with Austria, declared that the issue of Italy and central Europe should be decided by a Congress of European powers, this angered Piedmont who determined to bring about unification.

Question	
2 (a)	What impression does the give about the Second Battle of Custozza? You **must** use Extract B to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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The author gives the impression that the Italian army brough defeat upon itself.

This is shown by the following:

- The extract says that the army was 'poorly trained, poorly equipped, and exceedingly poorly led.'
- The language the author uses, including 'disastrous', 'inadequate decision-making'
- The author has selected evidence that puts emphasis on the weaknesses of the Italian army that led to its defeat by the Austrians and has not considered the strengths of the Austrian army.

Question	
2 (b)	Explain **two** effects of economic development on Piedmont in the years 1849-54. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of economic development was increased trade in exports and imports, e.g. by the end of 1851 Piedmont had signed free trade treaties with Portugal, France, Britain and Belgium
- An effect of economic development was significant transport development, e.g. railway linkage of Milan, Turin, Genoa and the French border
- An effect of economic development was significant communication expansion as government subsidies were used for a range of enterprises, e.g. the electric telegraph between Turin and Paris.

Question	
2 (c) (i)	'Opposition to Austrian rule was the main reason for the 1848 Revolutions in the Italian states.' You may use the following in your answer: • Austrian rule • economic problems. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- In Lombardy, Austrian refusal to respond and agree to reforms demanded by liberal agitators led to 'The five days of Milan' and the temporary collapse of Austrian rule
- In Venice, Austrian rulers resisted the demands of demonstrators for reform, e.g. the release of political prisoners and, as a consequence, radicals declared a Venetian Republic and looked to Piedmont for support
- Piedmont declared war with Austria and invaded Lombardy with the intention of annexing it and eliminating Austrian rule for good.

Relevant points which counter the statement may include:

- Economic problems caused the demand for political change, e.g. poor harvests led to food riots in the north and the south
- Pope Pius heightened the expectations of liberals for reform by declaring an amnesty for political prisoners and releasing prisoners from papal jails
- Press censorship by the Church was ended, allowing the creation of a freer press that encouraged and supported liberal thought and action throughout the Italian peninsula
- In Sicily, uprisings were a reaction to cholera (that killed 65,000 people) with revolutionaries demanding the re-establishment of the 1812 constitution
- In Naples, demonstrations forced Ferdinand to agree to grant a constitution and this fuelled the demand amongst liberals throughout the Italian peninsula for further political change.

Question	
2 (c) (ii)	'Garibaldi played the most significant role in the process of Italian unification in the years 1859-60.' How far do you agree? Explain your answer. You may use the following in your answer: • the role of Garibaldi • the role of the great powers. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- Garibaldi was popular with many Italians because of his success in the war of 1859 and he formed a volunteer unit that won victories over Austria, which weakened Austria's hold on the peninsula and aided unification
- Garibaldi organised 'The Thousand' in response to the surrender of Nice to the French and to prevent its annexation by them. This demonstrated to many his commitment to the process of Italian unification
- Garibaldi attracted the support of men of property who saw him, in combination with the power of Piedmont, as the driving force of the process of unification
- Garibaldi handed over his conquests in the Italian peninsula to Victor Emanuel, which aided the process of unification.

Relevant points which counter the statement may include:

- The role and influence of the great powers shaped the process of unification, e.g. Austria reinforced its military capabilities, France was sensitive to Catholic opinion and Russia was concerned about the power of Piedmont
- Cavour promoted the idea of holding plebiscites in order to legitimise the annexation of central Italy and this aided the process of unification
- Cavour skilfully handled Garibaldi over his success in Sicily by hailing it as liberating the south from the Bourbons, so aiding the process of a unified north and south
- The rising in Palermo in Sicily (1860), was the work of Mazzinian Republicans and their role aided the process of unification.

Question	
2 (a)	What impression does the author give about Garibaldi's view of the new Kingdom of Italy? You **must** use Extract B to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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The author gives the impression that Garibaldi was disappointed with how the Kingdom of Italy worked in practice.

This is shown by the following:

- The extract says 'Garibaldi was unhappy with how it operated'
- The language the author uses, including 'had hoped', 'opposed', 'condemned', 'concerned'
- The author has selected evidence that puts emphasis on Garibaldi's disappointment with the form that unification took and ignored the support of others for a unified Italy.

Question	
2 (b)	Explain **two** effects of the defeat of Austria (1859) on the process of Italian unification. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

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

Indicative content

Relevant points may include:

- An effect was that it showed Austria's armies were vulnerable and this convinced nationalists that the obstacle posed by Austria to unification had been overcome
- An effect was that Austria's status as a European great power was weakened and this allowed France to take the driving seat in the process of unification
- An effect was that Austria lost control of the central Italian States, which allowed Piedmont to occupy them and incorporate them into the process of unification.

Question	
2 (c) (i)	'The main consequence of the 1848 Revolutions in the Italian states was the weakening of Austrian dominance.' You may use the following in your answer: • the weakening of Austrian dominance • liberal constitutions. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The 1848 Revolutions led to the weakening of Austria dominance as they lost control of some states, e.g. the Austrian garrison under Radetzky was forced out of Milan, the Austrians were forced out of Venice
- The 1848 Revolutions led Piedmont to declare war on Austria, invade Lombardy so that they could annex it in order to remove the Austrian government and weaken Austrian dominance
- The 1848 Revolutions left Austria with only the Pope as a major ally within the Italian peninsula, as confirmed by the issuing of the Allocution in April 1848.

Relevant points which counter the statement may include:

- Much of the damage done to Austrian control was short lived and its dominance was restored
- The 1848 Revolutions led to some absolute rulers granting liberal constitutions, e.g. in Naples, Tuscany, Moderna and Parma and Piedmont, giving nationalists hope regarding future unification
- Liberal constitutions meant that people, for the first time, could have a say in the way the state and government was run, e.g. 1848 *Statuto* in Piedmont stated the Lower House of Parliament could be voted for by the public
- The 1848 Revolutions established the Roman Republic and as a consequence the *Constituente* met in February 1849, which saw representatives from all over Italy meet and discuss unification
- The 1848 Revolutions gave Prussia and France greater opportunities to direct the issues affecting the peninsula and allowed them more influence over the process of unification.

Question	
2 (c) (ii)	'The main reason for progress in Piedmont, in the years 1849-54, was the building of railways.' How far do you agree? Explain your answer. You may use the following in your answer: • the railways • financial reform. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- Railway building, encouraged and planned by Cavour, was essential in aiding the economic development of Piedmont, e.g. supporting textile industry growth
- The railway linkage of Milan, Turin, Genoa and the French border, paid for with public money, assisted in developing communication within Piedmont and trade links with Europe
- The building of Piedmont's 850 kilometres of railway led to the development of a Piedmontese national consciousness, which put Piedmont at the forefront of ambition regarding Italian unification.

Relevant points which counter the statement may include:

- Financial reform, which allowed investment of foreign capital into Piedmont, much of it coming from France, led to the economic development of Piedmont
- By the end of 1851, Piedmont had signed some free trade treaties e.g. with Britain, which assisted economic expansion through increased trade in exports and imports
- The *Statuto* led to Piedmont's political development by creating a constitutional monarchy, which gave parliament the right to introduce laws, e.g. the granting of civil liberties to Piedmont citizens
- The decision by Victor Emmanuel, in 1852, to turn control of the government of Piedmont over to able and determined Count Cavour was significant in the modernisation of Piedmont
- Anti-clerical reform led to the undermining the Catholic Church's dominant position within Piedmont, which aided its development as a secular country.

Question	
2 (a)	What impression does the author give about King Victor Emmanuel II in the years 1848-9? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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The impression given by the author is that King Victor Emmanuel II was a strong king.

This is shown by the following:

- The extract says that he 'courageously defended his father's constitution'
- The language the author uses, including 'proudly', 'stubbornly', 'seemingly impossible'
- The author has selected evidence that puts emphasis on the positive actions of King Victor Emmanuel II and not the negative aspects, e.g. his country was diminished, the army was in pieces, parliament refused to accept the peace treaty with Austria.

Question	
2 (b)	Explain **two** effects of Cavour's Church policies on Piedmont in the years 1852-57. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that Cavour's anti-clerical policy undermined the Catholic Church's dominant position within Piedmont, which limited the power of the papacy as a natural supporter of Austria
- An effect was that there was a significant reduction in the economic power of the Church, e.g. the confiscation of land and the ending of its 5 million lire income from the state, which allowed resources to be used in Piedmont's development
- An effect was that religious toleration was allowed in Piedmont, which set Piedmont as an example of a modern liberal state within the Italian peninsula.

Question	
2 (c) (i)	'In the years 1854-59, the most significant event that contributed towards Italian independence was the Austrian War.' You may use the following in your answer: • the Austrian War • the Crimean War. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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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 which support the statement may include:

- In the battle of Magenta (4 June 1859), Austria was forced to evacuate Lombardy and this was significant in the Franco-Piedmont alliance's subsequent defeat of Austria
- In the aftermath of their defeat at Magenta, the Austrians were forced to retreat to the south-east and this weakened their hold on the peninsula
- The battle of Solferino was the last engagement between an Austrian and a Franco-Piedmontese army and resulted in Austrian defeat and the annexation of most of Lombardy to Piedmont
- The defeat of Austria allowed Napoleon III to play a significant role in Italian unity, e.g. Napoleon III agreed to ally France with Piedmont
- The Treaty of Turin, which formally ended the war with Austria, declared that the issue of Italy and central Europe should be decided by a Congress of European powers; this angered Piedmont, which determined to bring about unification.

Relevant points which counter the statement may include:

- The Crimean War saw the involvement of Piedmont and this led to Piedmont's increasing diplomatic stature and control of the direction of Italian unity
- The impact of the Crimean War significantly weakened Austria's power over the peninsula as it broke existing agreements
- The Orsini Affair led to a meeting at Plombières between Napoleon and Cavour where a plan was made to irritate Austria into declaring war on Piedmont, so that France could come to Piedmont's aid and help the process of Italian unification.

Question	
2 (c) (ii)	'The main reason why there were obstacles to Italian unification in the years 1861-70 was 'Piedmontisation'.' How far do you agree? Explain your answer. You may use the following in your answer: • 'Piedmontisation' • the Pope. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Cavour and Piedmontese politicians had little understanding of the south of Italy, e.g. its poverty and backwardness, and this was an obstacle to unification
- 'Piedmontisation' led to the crushing of opposition, e.g. peasants who demanded land and freedom, and this hindered unification
- Piedmontese laws were resisted in Tuscany, e.g. Baron Ricasoli defended successfully the protection of Tuscany customs and legal systems, which hindered unification
- Piedmontese rule was resisted by the left, Garibaldians and democrats across the peninsula, who argued against the 'Piedmontisation' of the Italian state and this hindered unification.

Relevant points which counter the statement may include:

- The Pope's response to the creation of the new Italian state was The Syllabus of Errors, which was highly critical of it and had the support of some Italians, e.g. it was critical of liberalism, religious toleration and freedom of expression
- The stubborn loyalty of many Roman citizens to papal rule suggested that many Italian Catholics did not favour a united Italy
- The issue of 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
- The issue of Venetia was an obstacle to unification, e.g. The Kingdom of Italy participated in the war with Prussia, because Austria held Venetia, and Bismarck agreed not to make peace until Italy had gained Venetia.

Question	
2 (a)	What impression does the author give about the problems facing Italian unification after 1861? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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- The author gives the impression that the problems facing Italian unification were difficult to overcome.

This is shown by the following:

- The extract says that 'the north and south remained divided'
- The language the author uses, including 'There were significant differences', 'bitter resentment'
- The author has selected evidence to show the extent of the problems facing Italy and ignored more positive elements, e.g. the removal of foreign powers.

Question	
2 (b)	Explain **two** effects of the battles of Magenta and Solferino on the progress towards Italian unification. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that in the battle of Magenta Austria was forced to evacuate Lombardy and this was significant in the Franco-Piedmont alliance's subsequent defeat of Austria and influenced the process of unification
- An effect was that, in the aftermath of their defeat at Magenta, the Austrians were forced to retreat to the south-east and this weakened their hold on the Italian peninsula
- An effect was that the battle of Solferino resulted in Austrian defeat and the annexation of most of Lombardy to Piedmont, which strengthened Piedmont's grip on the direction of unification.

Question	
2 (c) (i)	'The most significant feature of the 1848 Revolutions in the Italian states was Mazzini's revolt against Rome.' You may use the following in your answer: • Mazzini's revolt against Rome • uprisings in Sicily. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Mazzini's revolt established the Roman Republic, which was led by the revolutionary Triumvirate that allowed Roman citizens to vote as individuals
- Mazzini's revolt saw the introduction of a Roman Republic Constitution that allowed freedom of religion and introduced capital punishment
- Mazzini's revolt achieved his dream of laying the foundations for a new democratic republican Italy, with Rome as its capital
- Mazzini's revolt was short-lived, e.g. French soldiers marched on Rome on 30 April 1849, and easily took control of the city; a dejected Mazzini left Italy for exile and his revolt had failed to bring Italy closer together.

Relevant points which counter the statement may include:

- In Sicily, uprisings by revolutionaries saw them demanding the re-establishment of the 1812 constitution
- In Lombardy, Austrian refusal to respond and agree to reforms demanded by liberal agitators saw temporary collapse of Austrian rule, e.g. 'The five days of Milan'
- In Venice, Austrian rulers resisted the demands of demonstrators for reform, e.g. the release of political prisoners and, as a consequence, radicals declared a Venetian Republic and looked to Piedmont for support
- In Naples, demonstrations forced Ferdinand to agree to grant a constitution and this fuelled the demand amongst liberals throughout the Italian peninsula for further political change.

Question	
2 (c) (ii)	'The main reason for the development of Piedmont, in the years 1849-54, was reducing the influence of the Church.' How far do you agree? Explain your answer. You may use the following in your answer: • reducing the influence of the Church • the *connubio*. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- An anti-clerical policy was pursued in order to undermine the Catholic Church's dominant position and this limited the power of the papacy as a natural supporter of Austria
- The economic power of the Church was reduced by the confiscation of land and the ending of its 5 million lire income from the state, which allowed resources to be used elsewhere in Piedmont
- Religious toleration was allowed, which undermined and reduced the influence and power of the Catholic Church and its ally Austria.

Relevant points which counter the statement may include:

- The *connubio* strengthened the position of Piedmont's parliament in relation to the Crown, as it created a tactical alliance at the centre of politics
- The *connubio* led to the weakening of D'Azeglio's government and its ultimate collapse. In 1852, Victor Emmanuel appointed Cavour as Prime Minister, which gave Cavour the power to direct Piedmont's development.
- 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 to aid Piedmont's transport development, which led to economic expansion, e.g. railway linkage of Milan and the French border
- Government subsidies were used for a range of enterprises that resulted in economic expansion within Piedmont, e.g. the electric telegraph between Turin and Paris, and canal building was started.

Question	
2 (a)	What impression does the author give about Piedmont? You **must** use Extract B to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

The author gives the impression that Piedmont was economically influential.

This is shown by the following:

- The extract says 'Piedmont as a leader in developing a national 'Italian' economic identity'
- The language the author uses, including 'thriving', 'leader', 'modern'
- The author has selected evidence that is focused on the importance of the economic advancement of Piedmont in Italian unification and ignored the continuing presence of Austria.

Question	
2 (b)	Explain **two** effects of Mazzini's revolt in 1848 on Italian unity. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that the revolt established the Roman Republic, which was led by the revolutionary Triumvirate who allowed Roman citizens to vote as individuals
- An effect was that the revolt saw the introduction of a Roman Republic Constitution, which Mazzini hoped would start the process of unifying the peninsula
- An effect was unification was set back, e.g. French soldiers marched on Rome on 30 April 1849, and easily took control of the city; a dejected Mazzini left Italy for exile and the revolt had failed to bring Italy closer together.

Question	
2 (c) (i)	'The main reason for the defeat of Austria in 1859 was the role of the French.' How far do you agree? Explain your answer. You may use the following in your answer: • the role of the French • Austrian military weakness. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- In July 1858, Napoleon III met Cavour at Plombières and an agreement was reached. Piedmont and France would ally themselves in a war against Austria, which would strengthen Piedmont's attempt to remove Austria
- 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 army was mobilised more quickly that the Austrian army, using Piedmont's highly developed railway network, which gave them the upper hand in the battles that followed
- The French victory, against the Austrians, at the battle of Magenta was significant as Austria was forced to evacuate Lombardy.

Relevant points which counter the statement may include:

- The leadership of the Austrian armies was weak. The Austrian emperor left the command of the armies to the less capable generals
- Austrian military weakness at the battle of Solferino resulted in Austrian defeat and the annexation of most of Lombardy to Piedmont
- Cavour's skill in securing an alliance with France, a major power, in order to supplement Piedmont's effort in the war against Austria, was a factor in Austria's defeat
- Victories by the Piedmontese army at Palestro and by Garibaldi at Como in May 1859, helped pave the way for further military success against Austria, and its defeat.

Question	
2 (c) (ii)	'In the years 1859-61, Garibaldi played the most significant part in the establishment of the Kingdom of Italy.' How far do you agree? Explain your answer. You may use the following in your answer: • Garibaldi • Cavour. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Garibaldi organised 'The Thousand' to help Sicilian revolutionaries in their insurrection and claimed that he was going to liberate and unify Italy
- Garibaldi's tactics proved decisive at the Battle of Calatafimi and the taking of Palermo secured the conquest of Sicily in the name of Italian unification
- Garibaldi's took Naples without a fight and arrived to a hero's welcome, which forced Cavour to consider action against the Papal States
- Garibaldi's defeat of the Neapolitan army opened the way to amalgamating fighting forces in the name of Victor Emmanuel and Italian unification.

Relevant points which counter the statement may include:

- Cavour isolated Garibaldi by using popular support gained in plebiscites in Sicily and Naples, which confirmed their annexation into the Kingdom of Italy
- The rising in Palermo, Sicily, in 1860, was the work of Mazzinian Republicans and their role was significant in the establishment of the Kingdom of Italy
- Victor Emmanuel made a triumphal entry into Naples and this assisted in the establishment of the Kingdom of Italy
- The influence of France and Britain was significant in the establishment of the Kingdom of Italy.

Question	
2 (a)	What impression does the author give about the reaction of the Great Powers to the events of 1860 in Italy? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include:

The author gives the impression that the reaction of the Great Powers to Italian unity was one of alarm.

This is shown by the following:

- The extract says, 'The events of the summer of 1860 in Italy had raised tension amongst the Great Powers of Europe.'
- The language the author uses, including, 'extremely fearful', 'protest', 'threat'
- The author has selected evidence that gives emphasis to the negative responses of some of the Great Powers and ignored the fact that Britain was very supportive of the new unified state and willing to offer it military assistance.

Question	
2 (b)	Explain **two** effects of 'Piedmontisation', in the years 1862-70, on Italian Unification. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that 'Piedmontisation' showed that Cavour and Piedmontese politicians had little regard for the south of Italy, e.g. its poverty and backwardness, and this was an obstacle to unification
- An effect was that 'Piedmontisation' led to the crushing of opposition, e.g. peasants who demanded land and freedom, and this hindered unification
- An effect was that 'Piedmontisation' created resistance, e.g. laws were resisted in Tuscany and Garibaldians and democrats across the peninsula argued against 'Piedmontisation', which hindered unification.

Question	
2 (c) (i)	'The main consequence of the 1848 Revolutions in the Italian states was the impact on the papacy.' How far do you agree? Explain your answer. You may use the following in your answer: • the papacy • Piedmont. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- As a consequence of the 1848 Revolutions, the papacy confirmed its support of Austria, e.g. it was not prepared to upset Catholic Austria for the sake of Italian unity, stating that the war against Austria did not have its blessing or support
- As a consequence of the 1848 Revolutions, the papacy rejected the idea of leading any Italian confederation, e.g. Pope Pius IX issued the Allocution
- As a consequence of the 1848 Revolutions, the weakness of the papacy's temporal powers was exposed, as Italian nationalists realised that unification would not be achieved by leadership from the papacy.

Relevant points which counter the statement may include:

- In Piedmont, for the first time, people could have a say in the way the state and government was run, e.g. 1848 *Statuto* stated the Lower House of Parliament could be voted for by the public
- The 1848 Revolutions led to some absolute rulers granting liberal constitutions, e.g. in Naples, Tuscany, Moderna and Parma, which gave nationalists hope regarding future unification
- The 1848 Revolutions led to the weakening of Austrian dominance as they lost control of some states, e.g. the Austrian garrison under Radetzky was forced out of Milan, the Austrians were forced out of Venice
- The 1848 Revolutions strengthened the resolve and leadership skills of some nationalists who now believed that unification could be achieved, even if it would take time
- The 1848 Revolutions gave Prussia and France greater opportunities to direct the issues affecting the peninsula and allowed them more influence over the process of unification.

Question	
2 (c) (ii)	'In the years 1854-59, the Pact of Plombières was the main factor contributing towards Italian unification.' How far do you agree? Explain your answer. You may use the following in your answer: • the Pact of Plombières (1858) • the Treaty of Villafranca (1859). You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Pact of Plombières was made to provoke Austria into declaring war on Piedmont, so that France could come to Piedmont's aid and help in the process of Italian unification
- The Pact of Plombières saw Savoy ceded to France, as it was predominantly French speaking, in return for the support of 200,000 French troops to aid in the war against Austria, which aided the process of unification
- The Pact of Plombières created the Kingdom of Upper Italy, which contributed towards Italian unification.

Relevant points which counter the statement may include:

- The Treaty of Villafranca weakened Austria's grip on the Italian peninsula as Austria agreed that Lombardy be given to France, which strengthened French influence on the process of Italian unification
- The Crimean War saw the involvement of Piedmont and this led to Piedmont's increasing diplomatic stature and control of the direction of Italian unity
- Orsini intended that the assassination of Napoleon would lead to a restoration of a republic in France that would then be well disposed to help in the process of Italian unification
- French military victories at the Battles of Solferino and Magenta signposted the weakening of Austria's grip over the peninsula, and this aided the process of Italian unification
- The Treaty of Turin, which formally ended the war with Austria, declared that the issue of Italy and central Europe should be decided by a Congress of European powers; this angered Piedmont who determined to bring about unification.

Question	
2 (a)	What impression does the author give about the cause of the 1848 Revolutions in the Italian states? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that the cause for the 1848 Revolutions in the Italian states was a desire for political change.

This is shown by the following:

- The extract says '….who wanted liberal governments.'
- The language the author uses, including 'ruthless', 'conservative… leadership', oppression', 'severe'
- The author has selected evidence that put emphasis on the political factors driving the revolutions and ignored other factors, e.g. economic.

Question	
2 (b)	Explain **two** effects of developments in Piedmont, in the years 1848-52, on Piedmont. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that the *Statuto* strengthened the role of the Piedmontese parliament in relation to the passing of legislation, imposing taxes and the freedom of the press, making Piedmont the centre of Italian liberalism
- An effect was that the *connubio* strengthened the power of Parliament at the expense of the monarchy, by creating an alliance between Cavour and the leader of the centre-left, Urbano Rattazzi
- An effect was that D'Azeglio's government was weakened by the political re-alignment caused by the *connubio* and his ministry collapsed, which opened the door for Cavour to become Prime Minister and influence the political development.

Question	
2 (c) (i)	'In the years 1854-59, the most significant event on the way to Italian Unification was the war in the Crimea.' How far do you agree? Explain your answer. You may use the following in your answer: • the war in the Crimea • the Pact of Plombières (1858). You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The Crimean War saw the involvement of Piedmont and this led to Piedmont's increasing diplomatic stature and control of the direction of Italian unity
- The impact of the Crimean War marked the end of the Treaty of Vienna and this significantly weakened Austria's power over the peninsula
- The impact of the Crimean War meant that Britain and France were no longer sympathetic to Austria's power in Northern Italy and its influence over the whole of the peninsula.

Relevant points which counter the statement may include:

- The Pact of Plombières was significant as it created a Kingdom of Upper Italy which included Piedmont, Lombardy and Venetia, the duchies of Parma, Modena and the Papal Legations
- The battles at Solferino and Magenta were significant as French and Piedmontese armies defeated the Austrians, which started the weakening of Austria's grip on Northern Italy
- The Treaty of Villafranca was significant in shaping Italian unification, with Austria agreeing to give Lombardy to France, which might then choose to give it to Piedmont.

Question	
2 (c) (ii)	'The main obstacle to Italian unity after 1861 was the problems in the South.' How far do you agree? Explain your answer. You may use the following in your answer: • problems in the South • the problem of Venetia. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The poverty and backwardness of the South, compared to the economically developed north, made unity difficult
- In the regions of the South there was a strong tradition of self-government, particularly amongst the peasants, and this made unity difficult
- The introduction of new taxes led to the re-emergence of the Brigands who engaged in a brutal war in the South and this made unity difficult.

Relevant points which counter the statement may include:

- The issue of Venetia was an obstacle to unity because it was controlled by the Austrians who were unwilling to give it up
- The Pope's response to the creation of the new Italian state was The Syllabus of Errors, which was highly critical of Italian unity and had the support of some Italians, e.g. it was critical of liberalism and religious toleration
- The stubborn loyalty of many Roman citizens to papal rule suggested that many Italian Catholics did not favour the unity of Italy
- The issue of whether Italy should be a federal or unitary state proved to be difficult to resolve, as vested interests, e.g. Piedmont, Lombardy and the Catholic Church, preferred one over the other.

Question	
2 (a)	What impression does the author give about the role of Garibaldi in the unification of Italy? You **must** use Extract B to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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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 Garibaldi's role was crucial in the unification of Italy.

This is shown by the following:

- The extract says that 'Without Giuseppi Garibaldi the southern Italian states would not have been part of the unification process.'
- The language the author uses, including 'organised', 'easily defeated', 'handed over'
- 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.

Question	
2 (b)	Explain **two** effects of the Pact of Plombières on Italian unification. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include the following:

- 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
- 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
- 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.

Question	
2 (c) (i)	'Economic difficulties were the main reason for revolutions in the Italian states in 1848.' How far do you agree? Explain your answer. You may use the following in your answer: • economic difficulties • uprisings in Sicily. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include the following:

- Economic difficulties caused by poor harvests led to food riots in the north and south, with protesters demanding political change
- Under-employment in the textiles industries in the north, resulted in workers destroying machinery and demanding political change
- In southern areas, e.g. Calabria, land enclosure had taken common land from the peasantry, which resulted in violence and demand for political change.

Relevant points which counter the statement may include the following:

- 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
- Pope Pius heightened the expectations of liberals for reform by declaring an amnesty for political offences, releasing some 2000 prisoners from papal gaols
- In Lombardy, Austrian refusal to respond to agitation for political reform led to 'The Five Days of Milan'
- 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.

Question	
2 (c) (ii)	'In the years 1848-54, King Victor Emmanuel II played the most significant role in the development of Piedmont.' How far do you agree? Explain your answer. You may use the following in your answer: • King Victor Emmanuel II • Cavour. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include the following:

- At the decisive battles of Magenta and Solferino, King Victor Emmanuel II commanded the Piedmontese corps in person to the benefit of Piedmont
- 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
- 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.

Relevant points which counter the statement may include the following:

- Cavour provided inspiration, insight and leadership that was essential for the development of Piedmont
- Cavour oversaw the development of railway building, which he believed would modernise Piedmont and assist in creating the Italian state.
- 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
- 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.

Question	
2 (a)	What impression does the author give about the *Statuto*? You **must** use Extract B to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include the following:

- The author gives the impression that the *Statuto* made very little difference to the way that Piedmont was governed.

This is shown by the following:

- 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 *Statuto* 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)	Explain **two** effects of the problem of Rome on Italian unity in the years after 1861. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include the following:

- 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)	'Economic expansion was the most important feature of Piedmont's development in years 1849-54.' How far do you agree? Explain your answer. You may use the following in your answer: • economic expansion • Church reform. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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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)	'The actions taken by France was the main reason for the defeat of Austria in 1859'. How far do you agree? Explain your answer. You may use the following in your answer: • the actions taken by France • Garibaldi. You **must** also use information of your own. **Targets:** **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.

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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	Mark scheme
5 (a)	What impression does the author give about Trotsky's suitability to be leader of the USSR? You **must** use Extract E to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that Trotsky's claims were impressive.

This is shown by the following:

- The extract says that Trotsky 'had substantial claims to the leadership'
- The language used by the author, including 'brilliant', 'clever' and 'enthusiastic support'
- The author has selected evidence to show that Trotsky had played a significant role in establishing communism in the USSR, and has not included evidence of his limitations, e.g. his perceived arrogance, or Menshevik background.

Question	Mark scheme
5 (b)	Explain **two** effects of the German invasion during the Second World War on the Soviet people. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- The German invasion wrought significant damage on the USSR, e.g. partial and even complete destruction of hundreds of towns and cities, thousands of villages, and millions dead
- The German invasion led to the USSR adopting a policy of 'total war', and the prioritisation of war production over consumer goods resulted in consumer living standards being reduced by 40 per cent of pre-war standards
- The response to the invasion exacerbated already difficult working conditions, e.g. an increase in the proportion of farm labouring done by hand as the production of tractors effectively ceased, and factory work saw 12 to 18 hour shifts, seven days a week.

Question	Mark scheme
5 (c) (i)	'The main reason for the purges of the 1930s was Kirov's murder.' How far do you agree? Explain your answer. You may use the following in your answer: • Kirov's murder • Stalin's insecurity. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

Indicative content

Relevant points which support the statement may include:

- Kirov's murder was the immediate pretext for the purges, hunting down the secret 'Trotskyite-Zinovievite' terror group supposedly behind the assassination
- The testimony of Kirov's assassin, Leonid Nikolayev, implicated political leaders such as Kamenev and Zinoviev, who became victims of the purges
- Kirov's murder led to changes to the law, with a decree issued the day after depriving the accused of rights to defence and appeal
- Kirov's popularity, such as his topping the poll to elect the Central Committee in the 'Congress of Victors' in 1934, may have motivated both Stalin's desire to have Kirov assassinated and undertake a wider purge.

Relevant points which counter the statement may include:

- Stalin's insecurity meant that he believed he still had many enemies, e.g. former rivals from the Civil War period were seen as a threat as they knew the truth about his rise to power, and Lenin's view of him
- Stalin feared that organisations such as the Red Army and secret police had too much independent power, and may serve as bases for possible plots and assassination attempts
- The purges were motivated by a desire to remove old Bolsheviks who, in Stalin's eyes at least, had not been sufficiently converted to his form of socialism, and thus the purges were purifying the Communist Party by exterminating old ideals

- Economic motivations behind the purges may include allowing Stalin to blame economic problems on political enemies acting as 'wreckers', such as the charges of economic sabotage against the accused in the Menshevik Trial of 1931.

Question	
5 (c) (ii)	'The main consequence of Stalin's policies on life in the Soviet Union was that they led to a decline in living conditions.' How far do you agree? Explain your answer. You may use the following in your answer: • a decline in living conditions • the persecution of ethnic minorities. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

Indicative content

Relevant points which support the statement may include:

- Targets under the Five-Year plans prioritised primary and heavy industry, and thus there was little focus or incentive to produce the consumer goods, resulting in a declining standard of living
- There was a decline in the purchasing power of workers, with even official estimates suggesting that in 1937 real wages were only 66 per cent of their 1928 levels
- Housing provision became more inadequate to meet the changing demands of the urban population, e.g. the vast majority of households had one room, and lacked basic facilities such as electricity, running water or sewerage
- Living conditions for the peasantry declined, e.g. those forced onto kolkhoz faced famine, and harsh conditions contributed to the estimated 17 million who left the countryside to work in towns and cities.

Relevant points which counter the statement may include:

- Ethnic minorities such as Poles, Latvians, Chechens, Kurds and Germans experienced mass deportation in the 1930s and 1940s, with estimates of over 40 per cent of those deported in the 1940s dying as a result of disease, mistreatment or malnutrition
- Stalin believed Islam was a barrier to Soviet development, and imposed harsh policies on the Central Asia republics, e.g. cultural repression, the persecution of religious leaders, and significant mass deportations during the war years

- Certain key workers did see improvements in wages and treatment, e.g. specialist factory workers, engineers, managers and Stakhanovites did better
- There were improvements in healthcare, e.g. the socialised system of healthcare covered millions who had not been able to access medical care before, with improvements in hospital care and the treatment of infectious diseases.

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

Question	Mark scheme
5 (a)	What impression does the author give about Stalin's changes to the Soviet economy? You **must** use Extract E to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include:

- The author gives the impression that the programme brought major rapid change.

This is shown by the following:

- The extract says that the programme turned it 'from an agricultural country into an industrial one'
- The language used by the author, including 'momentous', 'transformation' and 'major'
- The author has selected evidence to show that this became reality from 1928, through a programme of collectivisation and industrialisation, and has not included evidence to suggest limitation or resistance to these changes.

Question	Mark scheme
5 (b)	Explain **two** effects of the purges of the 1930s on the USSR. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- The purges severely weakened the Communist Party, removing a series of high-profile figures in the show trials of 1936–38 and strengthened Stalin's personal grip on the party
- The purges weakened the Soviet Union's military capabilities, with 35,000 of the officer corps being either imprisoned or shot
- The purges had wider economic and social effects, removing managers and workers accused of industrial sabotage, and leading to the arrest of one in 18 of the population.

Question	Mark scheme
5 (c) (i)	'The main rival to Stalin in the leadership struggle of 1924–29 was Trotsky.' How far do you agree? Explain your answer. You may use the following in your answer: • Trotsky • Zinoviev. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Trotsky had been a close supporter of Lenin, working with him since the revolution, and was expected by many to be his successor
- The victory of the Red Army, under Trotsky's command as Commissar of War, had given him prestige, and demonstrated the success of his leadership
- Trotsky appeared the most able of the candidates, as a speaker, writer and thinker with original ideas, e.g. the notion of 'permanent revolution'
- Stalin's alliance with Zinoviev and Kamenev, and zeal to isolate Trotsky first demonstrated that Stalin himself saw Trotsky as his main rival.

Relevant points which counter the statement may include:

- Zinoviev's position as President of the Comintern (until 1926) had given him international prestige, and he held higher rank within the party
- Zinoviev had worked with Stalin and Kamenev in the troika before Lenin's death, and had already begun to marginalise Trotsky through controlling selection to the party conference, which denounced aspects of Trotskyism
- Bukharin, who held the significant position of editor of Pravda until 1929, had a reputation as an able Marxist theoretician, and his willingness to ally with Stalin meant he outlasted the other rivals
- Trotsky did not possess a broad support base within the party; factors such as his Jewish origins, Menshevik background, perceived arrogance and failure to attend Lenin's funeral counted against him.

Question	Mark scheme
5 (c) (ii)	'The Soviet Union's war production was the main reason for its success in driving back the German invasion in the Second World War.' How far do you agree? Explain your answer. You may use the following in your answer: • Soviet war production • Stalingrad. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

Indicative content

Relevant points which support the statement may include:

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

Relevant points which counter the statement may include:

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

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

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

Question	
5 (a)	What impression does the author give about Trotsky's approach to the leadership struggle? You **must** use Extract E to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that Trotsky's approach to the leadership struggle was one of arrogance.

This is shown by the following:

- The extract says that Trotsky was overconfident and did not take his rivals seriously
- The language used by the author, including 'hugely overconfident', 'often offended' and 'seriously underestimated'
- The author has selected evidence to show that Trotsky did not consider his rivals worthy, and has not included evidence of Stalin's shrewd tactics.

Question	
5 (b)	Explain **two** effects of the Five-year Plans on industry in the Soviet Union. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- As a result of limited coordination between industries, coupled with the prioritisation of heavy industry and rearmament in the later plans, there was a scarcity of resources and spare parts for machinery
- The Five-year Plans did bring about significant gains in production, e.g. conservative estimates of the First-five Year Plan suggest economic growth of around 14 per cent
- The Second and Third Five-year Plans contributed to improvements in the production of military technology, e.g. the construction of new aircraft factories under Gosplan.

Question	
5 (c) (i)	'The most significant changes to life in the Soviet Union, in the years 1924-41, were in education.' How far do you agree? Explain your answer. You may use the following in your answer: •education •life in the countryside. You must also use information of your own **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

Indicative content

Relevant points which support the statement may include:

- There were significant changes in education in how Stalin reversed the previous emphasis on challenging bourgeois authority, changed life through instilling an emphasis on obedience and discipline
- In the 1930s, the Central Committee sought to change life for the peasantry and urban poor through raising levels of literacy and numeracy, introducing universal primary education, and a new curriculum with national examinations
- The expansion of the school system impacted upon the life of children and their families, e.g. children in some areas attended in shifts, with younger children attending first thing, through to classes in the evening for the oldest students
- Individual subjects saw significant changes, e.g. in the 1930s, the previous emphasis on class struggle in History was rejected in favour of a focus on great Russians and an emphasis on nationalism to bring unity to Russian life.

Relevant points which counter the statement may include:

- As a result of policies such as collectivisation, life in the countryside saw significant changes, e.g. rural depopulation due to famine and mass migration
- Many of those who remained in the countryside saw their way of life alter significantly, e.g. through being forced onto Kolkhoz from 1928
- Stalin's policies successfully promoted marriage and family life, as well as a reduction in marital break-ups as a result of policies to discourage divorce, e.g. the 1936 Family Code made divorce more difficult
- The increase in women in the workforce meant major changes to family life, e.g. by the late 1930s, in many families, women found themselves caring for the home and family as well as undertaking full-time work.

Question	
5 (c) (ii)	'Stalin's war leadership was the main reason for Soviet setbacks in the years 1941-42.' How far do you agree? Explain your answer. You may use the following in your answer: • Stalin's war leadership • the purges of the armed forces in the 1930s. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

Indicative content

Relevant points which support the statement may include:

- Stalin's military refusal to believe 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 - when he was rumoured to have suffered a breakdown - contributed to the rapid German advance and particularly heavy Soviet losses in the early weeks of the invasion
- After the successful counter-attack to save Moscow in December 1941, Stalin's overconfidence in ordering offensives, against the advice of General Zhukov, gained little, and proved costly in exhausting his troops.
- Prior to 1941, Stalin ignored advice from within the Red Army over updating the Soviet military strategy, which meant it was not properly prepared to face the German invasion

Relevant points which counter the statement may include:

- Stalin's leadership may ultimately be defended in how he learned from his mistakes, e.g. his willingness to trust his generals over their desire to delay counter-offensives at Stalingrad in Autumn 1942
- The purges of the late 1930s had cost the Red Army thousands of its officers, significantly weakening its leadership prior in the years immediately before the Second World War
- Poor military strategy, which did not put a premium on avoiding losses, was endemic within the Soviet military system, e.g. sending home militia units to the front to be slaughtered, and so contributed to losses that were higher than necessary

- The Soviet emphasis on a major expansion and modernisation of its military meant variable quality, and thus the initial response to the German invasion was hampered by inadequate training, and only a minority of troops using up-to-date equipment.

Question	
5 (a)	What impression does the author give about the reasons why Stalin carried out the purges? You **must** use Extract E to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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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 author gives the impression that the purges were driven by Stalin's insecurities.

This is shown by the following:

- The extract says that the purges were 'driven by the fact that he never felt very secure'
- The language used by the author, including 'convenient way of ensuring Stalin was not blamed' and 'paranoia'
- The author has selected evidence to show that the purges were motivated by Stalin's insecurities, and has not included other supposed reasons, such as Kirov's murder.

Question	
5 (b)	Explain **two** effects of Stalin's family policies on family life in the Soviet Union in the years 1924-41. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

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

Indicative content

Relevant points may include:

- Stalin's policies successfully promoted marriage and family life, leading to an increase in the proportion of men and women who were married, as demonstrated through the 1937 census
- There was a reduction in marital break-ups as a result of policies to discourage divorce, e.g. the 1936 Family Code made divorce more difficult
- The increase in women in the workforce meant that by the late 1930s, in many families women found themselves caring for the home and family as well as undertaking a full-time job.

Question	
5 (c) (i)	'The main reason why Stalin was successful in the leadership struggle was Trotsky's weaknesses.' How far do you agree? Explain your answer. You may use the following in your answer: • Trotsky's weaknesses • Stalin's position as General Secretary. You must also use information of your own **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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

Indicative content

Relevant points which support the statement may include:

- Trotsky made little effort to build a broad support base within the Communist Party, which made it difficult for him when facing Party Congresses that tended to contain significant numbers of supporters of Stalin
- Factors such as his Jewish origins, late conversion to Bolshevism and failure to attend Lenin's funeral counted against Trotsky
- Trotsky faced accusations that he was inconsistent, e.g. his siding with Kamenev and Zinoviev after earlier opposition to the Triumvirate
- Trotsky's own errors of judgement weakened his cause, e.g. his attack on party bureaucracy in 1924 at a time when he needed support, or his attack on Lenin's economic policies in the same year.

Relevant points which counter the statement may include:

- Stalin held significant positions within the Communist Party, most notably that of General Secretary, which gave him a strong power base, such as the loyalty owed to him by the wave of recruits who had joined in the mid-1920s
- Stalin was more astute than his rivals in ensuring he introduced, or was associated with, policies which were well suited to Soviet needs at the time, e.g. 'Socialism in One Country'

- The decision by Stalin's rivals not to publish Lenin's testimony on the grounds it would damage party unity was a mistake, insofar as the testimony would have significantly weakened Stalin's claims to be Lenin's chosen successor
- Stalin's rivals underestimated his intellectual abilities, ruthlessness and organisational abilities, e.g. the dismissive references to him as 'comrade-card index' or 'grey blur'.

Question	
5 (c) (ii)	'The main consequence of collectivisation was a worsening of living conditions in the countryside.' How far do you agree? Explain your answer. You may use the following in your answer: • living conditions in the countryside • industrialisation. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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

Indicative content

Relevant points which support the statement may include:

- Forced collectivisation played a significant role in the widespread famine from 1932, with an estimated 7 million deaths across the Ukraine, Kazakhstan and the Caucasus
- Collectivisation meant that many peasants were forced to move on to collective farms
- Millions of people left the countryside to migrate to towns, adding to difficulties as the remaining labour force was often those too old or too young to effectively contribute to agricultural production.

Relevant points which counter the statement may include:

- 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
- Collectivisation helped the Soviet Union move further towards socialism, with the elimination of Kulaks, and the abolition of capitalism barring small private plots
- The Communist Party's control of the countryside was significantly increased, with the party's management of the collectives reducing the ability of the peasantry to resist the regime
- Stalin's own power was enhanced due to collectivisation, as opponents of the policy, such as Bukharin and Rykov, lost influence
- Collectivisation did lead to new methods and improvements in agriculture, e.g. the use of tractors, greater use of fertilisers and larger-scale approaches to production.

Question	
5 (a)	What impression does the author give about conditions in the gulag camps? You **must** use Extract E to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that conditions were terrible.

This is shown by the following:

- The extract says that the temperatures were extremely low, and that it was a struggle to survive
- The language used by the author, including 'inhospitable', 'constant struggle' and 'Countless evil acts'
- The author has selected evidence to show the harsh conditions and has not included how conditions improved under Beria.

Question	
5 (b)	Explain **two** effects of collectivisation on the Soviet Union. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

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

Indicative content

Relevant points may include:

- Collectivisation led to millions of kulaks being imprisoned, executed or sent to work in the factories
- Collectivisation increased Stalin's control of the countryside, as Soviet farms were joined together in collectives
- Collectivisation caused a major famine, e.g. in the Ukraine over six million died as a result of collectivisation.

Question	
5 (c) (i)	'The main reason for Stalin's success in the leadership struggle of 1924-29 was the weaknesses of his opponents.' How far do you agree? Explain your answer. You may use the following in your answer: • the weaknesses of his opponents • Stalin's position within the Communist Party. You must also use information of your own **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- Trotsky's Jewish origins and his late conversion to Bolshevism counted against him, and Trotsky made little effort to build a broad support base within the Communist Party
- Zinoviev had significant weaknesses that limited support for him within the Party, including his naked ambition and his previous disagreements with Lenin
- Other potential candidates had significant weaknesses, e.g. Lenin had raised doubts over the extent to which Bukharin's views were truly Marxist, whilst Kamenev was regarded as an overly cautious compromiser and an uninspiring public speaker
- Stalin's opponents made significant mistakes, e.g. the decision not to publish Lenin's testimony, which would have significantly weakened Stalin's claims to be Lenin's chosen successor, or their dismissive references to him as 'comrade-card index'.

Relevant points which counter the statement may include:

- Stalin used clever tactics to undermine his opponents, e.g. misleading Trotsky over Lenin's funeral
- Stalin's opponents had considerable strengths, e.g. Zinoviev's position as President of the Comintern had given him international prestige, and Bukharin held the significant position of editor of Pravda, and had been named by Lenin as a favourite
- Stalin held significant positions within the Communist Party, most notably that of General Secretary, which gave him a strong power base, such as the loyalty owed to him by the wave of recruits who had joined in the mid-1920s
- As General Secretary, Stalin was able to play off his rivals against each other, especially Kamenev, Zinoviev, Bukharin and Trotsky, until he had eventually removed each of them.

Question	
5 (c) (ii)	'The setbacks of 1941-42 were the most significant feature of the Second World War in the Soviet Union.' How far do you agree? Explain your answer. You may use the following in your answer: • the setbacks of 1941-42 • Stalingrad. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The German invasion brought major disarray, e.g. the initial months saw Kiev and 600,000 troops lost in the south, with key cities such as Leningrad besieged in the north, leading to hundreds of thousands of inhabitants experiencing extreme suffering
- Setbacks at the hands of the invading Germans were significant in terms of the threat they posed to Soviet control over the population, e.g. Moscow saw looting and rioting, and rumours spread that Stalin had been captured
- The German invasion was significant in terms of territory lost, as the *Wehrmacht* had pushed 650 miles into central Russia within months, was within reach of Moscow and saw partial and even complete destruction of hundreds of towns and cities
- The setbacks were significant in terms of the loss of military capacity, e.g. it cost the Soviet Union its entire air and tank force, with 7,000 aircraft and 18,000 tanks lost in three months, and over 3 million casualties.

Relevant points which counter the statement may include:

- Stalingrad lasted for much of 1942-43, and was the largest single battle of the Second World War, and marked a turning point, ending the German advance, securing vital communications and draining the strength of the German army
- The response of the Soviet people in the defence of 'Mother Russia' in a 'Great Patriotic War' - rather than in defence of the Soviet system - was a significant feature of the war, contributing to the eventual success in driving back German forces
- A reduction in living standards was a major feature for Soviet civilians, e.g. consumer living standards were reduced by 40 per cent of the pre-war level, with severe shortages and hunger being a feature throughout the war
- Changes to working conditions was a major feature of wartime life, e.g. over half the workforce was female, there was an increase in the proportion of farm labouring done by hand, and factory shifts typically saw 12 to 18-hour shifts.

Question	
5 (a)	What impression does the author give about Stalin's agricultural policies? You **must** use Extract E to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content

Relevant points may include:

The author gives the impression that Stalin's agricultural policies had a devastating impact.

This is shown by the following:

- The extract says that the policies had a range of negative consequences, such as loss of crops and livestock
- The language used by the author, including 'chaos', 'appalling suffering' and 'massive resistance'
- The author has selected evidence to show that the damage done by agricultural policies and has not included evidence to show any of the achievements of the policies.

Question	
5 (b)	Explain **two** effects of Stalin's policies on living conditions in towns in the Soviet Union. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

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

Indicative content

Relevant points may include:

- Targets under the Five-year Plans prioritised primary and heavy industry, which meant fewer consumer goods were produced, resulting in a declining standard of living, with shortages of even basic goods such as soap
- The Five-year Plans resulted in a decline in the purchasing power of workers, which reduced living standards, with even official estimates suggesting that in 1937 real wages were only 66 per cent of their 1928 levels
- Living conditions and housing conditions in towns worsened as a result of the failure to provide sufficient facilities for the estimated 17 million who moved into urban areas as a result of industrialisation.

Question	
5 (c) (i)	'The main consequences of the purges were those experienced by the Red Army.' How far do you agree? Explain your answer. You may use the following in your answer: • the Red Army • control of the people. You must also use information of your own **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The purges of the late 1930s saw 35,000 of the officer corps of the Red Army imprisoned or shot, significantly weakening its military capabilities in the years immediately before the Second World War
- The purge of senior officers of the armed forces, including the execution of 80 members of the Supreme Military Council, contributed to the defeats of the early war years
- The purges removed those military leaders able to stand up to Stalin and so led to major mistakes going unchallenged, e.g. his decision not to believe intelligence gained about Germany's plans to invade in 1941.

Relevant points which counter the statement may include:

- The purges created such fear among the people that they willingly tolerated increased demands at work and stagnating living standards
- The purges greatly strengthened Stalin's control over the internal security forces - the heads of the NKVD, Yagoda and Yezhov were eliminated
- As a result of the purge of the officer class of the armed forces, Stalin's position was strengthened, as it ensured that Stalin would not be challenged by those who had the greatest ability to remove him
- The purge of Stalin's closest rivals within the Party (especially Bukharin) removed potential challengers to his leadership and deterred others from emerging
- The purges had wider economic and social effects, removing managers and workers accused of industrial sabotage, and leading to the arrest of one in 18 of the population, whilst also providing a ready supply of free labour in the Gulags.

Question	
5 (c) (ii)	'Stalin's leadership was the main reason for the Soviet Union's success against Germany in the Second World War.' How far do you agree? Explain your answer. You may use the following in your answer: • Stalin's leadership • Soviet war production. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- Stalin's exhorting the people to fight for 'Mother Russia' in a 'Great Patriotic War', rather than in defence of the Soviet system, helped strengthen their resistance, especially after the political and economic upheavals of the 1930s
- His decision to defend, rather than abandon, major cities like Leningrad and Moscow in October 1941 encouraged the Soviet people to fight for every inch of territory, as was seen later in the defence of Stalingrad
- Stalin's leadership was demonstrated in the relocation of Soviet war production east of the Urals, the savage discipline introduced in the Red Army and the handling of his generals in the successful attacks of 1942-45.

Relevant points which counter the statement may include:

- The Soviet relocation of war production to factories east of the Urals, in towns such as Chelyabinsk ('Tankograd'), was crucial to their ability to produce the necessary war materiel away from German advances
- Soviet tanks, such as the T-34, proved superior to German tanks of a similar class and, on the whole, the Soviets were able to produce tanks that were both more numerous and durable in the actions after the breakout from Stalingrad
- Crucial deficiencies in Soviet production were only remedied through Allied support, e.g. communication depended on the substantial numbers of field telephones and amounts of cable the Allies supplied
- The NKVD and state propaganda contributed to the success of resisting the German invasion, through compelling the Soviet population to continue to fight against an existential enemy
- The inadequacy of German resources and planning were ultimately exposed, e.g. the tank force was insufficient in number, equipment was ill-suited to the Russian winter and the army lacked the necessary mobility for taking southern Russia.

Question	
5 (a)	What impression does the author give about the impact of the Fourth Five-year Plan? You **must** use Extract E to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content

Relevant points may include:

- The author gives the impression that the Fourth Five-year Plan resulted in agriculture suffering.

This is shown by the following:

- The extract says that agricultural output was low and livestock levels were reduced
- The language used by the author, including 'consumer suffered', and 'crippling agriculture'
- The author has selected evidence to show examples of how agriculture was hit because of the focus on industry, and has not included how agriculture did see some recovery from the situation in 1945.

Question	
5 (b)	Explain **two** effects of the purges on the armed forces of the Soviet Union. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

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

Indicative content

Relevant points may include:

- An effect was that the purges of the late 1930s saw 35,000 of the officer corps of the Red Army imprisoned or shot, which led to the weakening of its military capabilities in the years immediately before the Second World War
- An effect was that the purge of senior officers of the armed forces, including the execution of 80 members of the Supreme Military Council, contributed to the defeats of the early war years
- An effect was that the purge of the officer class of the armed forces meant that the armed forces – the body that had the greatest ability to stand up to him - were not in a position to challenge and remove Stalin.

Question	
5 (c) (i)	'The main reason for collectivisation, in the years 1928-41, was to support industrialisation.' You may use the following in your answer: • industrialisation • kulaks. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- Collectivisation aimed to overcome the shortages in grain, which were hampering urban growth and industrialisation, e.g. the years 1927-29 saw a grain procurement crisis, with a shortfall of 2 million tons of grain in 1928
- 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.

Relevant points which counter the statement may include:

- Collectivisation was motivated by the desire to portray the kulaks as ideological enemies and rid such capitalist influences from the countryside
- 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 up to this point were not geared towards producing a surplus in order to feed industrial workers
- Collectivisation was motivated by the desire to embed socialism amongst the peasantry, engendering practices and ideology through the community of the kolkhoz
- Collectivisation was motivated by the desire to control the peasantry, with Stalin viewing those who did not cooperate as enemies of the people; the kolkhoz enhanced the ability of the Party to oversee the peasantry.

Question	
5 (c) (iI)	'The main effect of Stalin's policies on life in the Soviet Union, in the years 1924-41, was improvements in living conditions.' How far do you agree? Explain your answer. You may use the following in your answer: • improvements in living conditions • women. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- Certain key workers did see improvements in wages and treatment, e.g. specialist factory workers, engineers, managers and Stakhanovites did better
- There were improvements in healthcare, e.g. the socialised system of healthcare covered millions who had not been able to access medical care before, with improvements in hospital care and the treatment of infectious diseases
- Some aspects of the Five-year Plans brought improvements, e.g. the Second Five-year Plan placed more emphasis on standards of living, and the rationing of bread, meat and butter was ended
- In the 1930s, the Central Committee sought to improve the education of the peasantry and urban poor, raising levels of literacy and numeracy and introducing universal primary education.

Relevant points which counter the statement may include:

- Policies aimed at education and the workplace had a significant impact upon women, e.g. the allocation of places for women in higher and technical education increased from 20 to 40 per cent in the years 1929 and 1940
- Policies to encourage marriage and higher rates of childbirth, and discourage abortion and divorce had an impact on family life
- Targets under the Five-year plans prioritised primary and heavy industry, and thus there was little focus or incentive to produce the consumer goods, resulting in a declining standard of living
- Stalin's policies had a detrimental effect on ethnic minorities, e.g. Poles, Latvians, Chechens, Kurds and Germans experienced mass deportation in the 1930s and 1940s, with estimates of over 40 per cent of those deported in the 1940s dying.

5 (a)	What impression does the author give about how Stalin was able to become leader of the Communist Party? You **must** use Extract E to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content

Relevant points may include:

- The author gives the impression that Stalin used his position skilfully.

This is shown by the following:

- The extract says that Stalin held powerful positions, and was skilled both administratively and politically
- The language used by the author, including 'enormous power', 'particularly skilful' and 'superb politician'
- The author has selected evidence to show examples of Stalin's strengths and qualities, but has not included information on the weaknesses of others.

Question	
5 (b)	Explain two effects of the Battle of Stalingrad on the Soviet Union. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

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

Indicative content

Relevant points may include:

- Stalingrad had strategic consequences, ending the German advance, weakening their forces and beginning the Soviet push back
- Stalingrad resulted in significant military and civilian losses for the Soviet Union, e.g. 1.1 million members of the army were killed
- Stalingrad had significant psychological consequences on the Soviet war effort, rallying troops and the population as a victory celebrated in contemporary newspapers and propaganda.

Question	
5 (c) (i)	'The main reason for changes to the way of life in the Soviet Union, in the years 1924-41, was industrialisation.' You may use the following in your answer: • industrialisation • policies towards women. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- Targets under the Five-Year plans prioritised primary and heavy industry, and thus there was little focus or incentive to produce consumer goods, resulting in a declining standard of living
- Industrialisation led to a significant growth of urban populations and a reduction in rural populations, changing the way of life of millions
- Industrialisation saw changes to the life of the significant section of the working-class who gained promotion, e.g. the 'proletarian advancement' programme saw 150,000 retrain as engineers and administrators
- Industrialisation hit living standards, e.g. housing provision became even more inadequate, with the vast majority of urban households having one room, and lacking basic facilities such as electricity and proper sanitation.

Relevant points which counter the statement may include:

- Women saw changes in education and the workplace, e.g. the allocation of places in higher and technical education increased from 20 to 40 per cent in the years 1929-40
- Policies to encourage marriage and higher rates of childbirth, and discourage abortion and divorce had an impact on family life
- Collectivisation changed the way of life for many Russians, e.g. millions of peasants were forced to move on to collective farms
- Policies towards youth brought about changes to lives, e.g. schoolchildren saw increased examinations, discipline and indoctrination, and tens of thousands of *Komosol* members served as mobile labour on projects such as factory building.

Question	
5 (c) (ii)	'The most effective method of controlling the people of the Soviet Union in the 1930s was Stalin's cult of personality.' How far do you agree? Explain your answer. You may use the following in your answer: • the cult of personality • 'socialist realism'. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The cult of personality was effective in its attempts to build a pseudo-religious devotion to Lenin, e.g. films such as *Three Songs about Lenin* successfully depicted as a saviour of the Russian people
- In the 1930s, the cult of personality was increasingly successful in linking a 'cult of Stalin' to Lenin, with artworks and articles praising the Stalin's wisdom to encourage ordinary citizens to worship their leader
- The cult was effective in linking Stalin to celebrating the achievements of ordinary people, e.g. Stakhanovites or citizens from the non-Russian republics invited to the Kremlin, or artwork such as that of Stalin and 'Gelya'
- The cult was effective as a rallying point during the Second World War and after, crediting Stalin for the successes during the war, and his achievements in raising the Soviet Union to world power status.

Relevant points which counter the statement may include:

- 'Socialist realism' became the officially sanctioned form of art from the early 1930s, which dominated the art, literature and music the Soviet people were forced to consume
- 'Socialist realism' was effective in emphasising themes and issues to persuade the Russian people to support Communist Party economic and social policies
- Censorship was used to control what the Soviet people could read, hear and watch, through the various organisations established to restrict output, e.g. *Goskomizdat*, which controlled publishing
- Coercive forms of control played a significant role, e.g. purges and the fear they created, and the gulag system.

Question	
5 (a)	What impression does the author give about the impact of the German invasion on the Soviet Union? You **must** use Extract E to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

- The author gives the impression that it had a devastating impact.

This is shown by the following:

- The extract says that the German invasion had significant negative impact, 'A third of industrial production alone was lost'
- The language used by the author, including 'caused chaos, 'destroyed', 'very costly' and 'crippling losses'
- The author has selected evidence to show that the German invasion had a devastating impact but has not included evidence of how the Soviet Union overcame these to repel the German invasion.

Question	
5 (b)	Explain **two** effects of Stalin's position of General Secretary on the leadership struggle in the years 1924-29. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of Stalin holding the position of General Secretary was that he used it to appoint officials who supported him, and remove supporters of Trotsky
- An effect of Stalin holding the position of General Secretary was that he was able to persuade other leading Bolsheviks to keep Lenin's Last Will and Testament secret
- An effect of Stalin holding the position of General Secretary was that he was able to exploit the cult of Lenin, building up an image of someone who was close to Lenin and therefore his natural successor.

Question	
5 (c) (i)	'The most significant method Stalin used to control the Soviet Union, in the years 1929-53, was the purges.' How far do you agree? Explain your answer. You may use the following in your answer: • purges • NKVD. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Stalin's purges of the early 1930s were significant in controlling the population by removing those who were deemed to have been opponents of industrialisation and collectivisation, e.g. the kulaks
- 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
- Purges of ethnic minorities served to control these sections of the populace, through enforced Russification, or the post-war renewal of Sovietisation in regions such as the Ukraine, which continued through to 1953
- 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.

Relevant points which counter the statement may include:

- The NKVD was a vital element of control, encompassing both political and ordinary police, with widespread powers to arrest and hold 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
- 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
- Education was significant in controlling younger Russians, e.g. changes under Stalin saw increasing centralisation, the reintroduction of strict discipline, increased censorship of school textbooks and propaganda through the curriculum.

Question	
5 (c) (ii)	'The main reason for the Great Famine (1932-33) was collectivisation.' How far do you agree? Explain your answer. You may use the following in your answer: • collectivisation • export of grains. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Collectivisation contributed to the famine, as blunt attempts to impose modern agricultural methods and technology with the aim of resolving previous procurement problems, and socialising agriculture, created peasant resistance and shortages
- The increased pressure to collectivise from 1931, after the limited success of the first wave, contributed to the famine, with the authorities issuing unrealistic production targets, punishing peasants who did not fulfil quotas
- Demonstrations and riots against the collectivised farm system in 1932, in areas such as Ukraine and the North Caucasus, led to further disruption of the harvest campaign and grain procurement.

Relevant points which counter the statement may include:

- Dekulakisation contributed to the famine, by removing a major element of the labour force, including many of the more productive elements of the peasantry, alongside grain traders and others who provided vital functions in organising agriculture
- Compulsory grain procurement, to feed cities and for export, contributed to the famine by removing the grain from hard-hit areas, and forced requisition of livestock contributed to famine amongst the one million Kazakhs, who starved
- The export of grain and dairy products to raise funds contributed significantly to food shortages, e.g. the amount exported in 1932-33 was estimated to have been sufficient to save in the region of four million lives
- An unwillingness to help the peasantry contributed to the scale of the famine, e.g. both Stalin and local party officials were dismissive of the suffering of Ukrainian peasants, and local officials were reluctant to ask for help
- Natural conditions contributed to the famine, with the drought of 1931, the cold spring and the hot summer devastating the harvest of that year, and reducing the seed available for 1932.

Question	
5 (a)	What impression does the author give about the decision by Stalin's leadership rivals not to publish Lenin's testament? You **must** use Extract E to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

- The author gives the impression that the decision had a significant impact on the leadership contest.

This is shown by the following:

- The extract says that the failure to publish the testament was crucial, and doing so would have likely ended Stalin's chances
- The language used by the author, including 'crucial instances', 'very unfavourable criticism', 'the end of his career' and 'good fortune'
- The author has selected evidence to show the importance of the testimony, but has not included evidence of other factors that shaped the leadership struggle in Stalin's favour.

Question	
5 (b)	Explain **two** effects of the gulag camps on the Soviet Union. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of the gulag camps was that they led to the deaths of approximately 1.5 million Soviet citizens, and the suffering of many more
- An effect of the gulag camps was that the use of forced labour camps contributed to Soviet industrial development, e.g. the mining of materials such as nickel and tin, and the building of infrastructure such as the Moscow-Volga Canal
- An effect of the gulags was to suppress political opponents, through the imprisonment of dissenters and via discouraging others.

Question	
5 (c) (i)	'The main consequence of Stalin's policies on life in the countryside, in the years 1924-41, was increased political control.' How far do you agree? Explain your answer. You may use the following in your answer: • political control • collectivisation. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Word. Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Stalin's control of the countryside was increased, as a greater proportion of peasants were organised under party management, and so allowed the authorities to make further changes
- The removal of the kulaks meant Stalin did not again face open rebellion against communist rule, increasing Soviet control over life in the countryside
- The policies largely removed class differences in the countryside, and so moved life in the countryside further along the path towards Stalin's version of socialism.

Relevant points which counter the statement may include:

- The slaughter of animals in response to collectivisation and grain procurement reduced the quality of diet and led to severe food shortages
- Stalin's policies increased the number of children in education in the countryside, e.g. numbers in primary schools went from 8 million in 1929 to 14 million in 1933
- Stalin's policies had an impact upon religion in the countryside, e.g. the number of rural priests more than halved, and the peasantry's continued celebration of traditional religious festivities brought them into conflict with state officials
- The prioritisation of primary and heavy industry, resulting in limited production of consumer goods, meant rural workers were even less likely to gain access to manufactured goods
- The allowance of a private plot for peasants who served on collectives - legally recognised from 1935 - meant some improvement in conditions, in terms of both production for family consumption, and the trade of food grown for other goods.

5 (c) (ii)	'The main reason for the programme of industrialisation under Stalin was the failings of the NEP.' How far do you agree? Explain your answer. You may use the following in your answer: • the failings of the NEP • communist ideas. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- There were fundamental weaknesses in the Soviet economy, which NEP had not managed to solve, and industrialisation aimed to close the gap with western economies that had grown in the 1920s
- Even supporters of NEP had admitted it was failing as gains were only made at a 'snail's pace', and thus the move the industrialisation programme was intended to accelerate the pace of economic expansion
- One perceived failing of the NEP was the continued existence of bourgeois managers within industry; industrialisation was introduced as it would replace these with 'red specialists'.

Relevant points which counter the statement may include:

- Industrialisation was motivated by the desire to progress towards a different kind of society, in the belief it would help lead to the abolition of the classes and the creation of the 'Socialist Man'
- The planned programme of industrialisation was popular amongst many party members, who welcomed the prospect of a new struggle, which would lead to socialism and complete the work of the revolution
- Stalin's 'Great Turn' from 1928 was politically convenient, adopting notions such as centralised planning and control to force industrial growth, previously put forward by Trotsky and Zinoviev, and breaking with 'rightists' such as Bukharin
- The change of policy towards rapid industrialisation was motivated by a desire to protect the Soviet Union, e.g. after the war scare of 1927, with Stalin warning the Soviet Union had to catch up to the West in ten years or be crushed
- The programme of industrialisation was motivated by Stalin's desire to step out of Lenin's shadow and surpass him with his own legacy, e.g. Stalin's 1929 speech highlighting Lenin's mistakes, and how industrialisation would improve on NEP.

Question	
5 (a)	What impression does the author give about Stalin's use of the Moscow Show Trials of 1936-38? You **must** use Extract E to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

- The author gives the impression that Stalin used the Moscow Show Trials to get rid of potential opponents.

This is shown by the following:

- The extract says that Stalin had his opponents placed on trial, faked evidence, and removed those who potentially threatened him
- The language used by the author, including 'relentlessly', ''confessed' to murdering Kirov', and 'ruthlessly eliminated'
- The author has selected evidence to show that how the Show Trials were engineered to eliminate rivals, but has not included evidence to show how the Trials also served to aid the promotion of those loyal to Stalin, e.g. Yezhov.

Question	
5 (b)	Explain **two** effects of Gosplan on industry in the Soviet Union in the years 1924-41. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of Gosplan was that it contributed to higher economic growth, e.g. conservative estimates of 14% economic growth in the First Five Year Plan, particularly in primary materials such as iron, coal and oil
- An effect of Gosplan was that, in prioritising heavy industry, it contributed to shortages in other areas, e.g. consumer goods, machinery and spare parts
- An effect of Gosplan was that it contributed to a deterioration in the quality of output, as the emphasis on production figures in the targets which were set meant industry concentrated on quantity over quality.

Question	
5 (c) (i)	'The person with the strongest claim in the leadership struggle of 1924-29 was Trotsky.' How far do you agree? Explain your answer. You may use the following in your answer: • Trotsky • Stalin. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Trotsky's claim appeared strong as he had been a close supporter of Lenin, working with him since the revolution, and was expected by many to be his successor
- Trotsky's claim was bolstered by his command of the Red Army; its success had given him prestige and demonstrated the success of his leadership
- Trotsky's claim was strong as he was seen to be the most able of the candidates, as a speaker, writer and thinker with original ideas, e.g. the notion of 'permanent revolution'.

Relevant points which counter the statement may include:

- Through his position as General Secretary, Stalin could claim significant support amongst the wave of recruits who had joined in the mid-1920s, and show his ability to advance the careers of others within the Communist Party
- Stalin's claim had appeal as he appeared as a more moderate prospect than the more extremist positions of Trotsky and Bukharin, and his willingness to appeal to national pride was attractive to many
- Trotsky did not possess a broad support base within the party; factors such as his Jewish origins, Menshevik background, perceived arrogance and failure to attend Lenin's funeral counted against him
- Zinoviev's position as President of the Comintern (until 1926) had given him international prestige, and he held higher rank within the party
- Bukharin, who held the significant position of editor of Pravda until 1929, had a reputation as an able Marxist thinker, and his willingness to ally with Stalin meant he outlasted the other rivals.

Question	
5 (c) (ii)	'The main reason for the Soviet Union's success in driving back the German invasion during the Second World War was Soviet war production.' How far do you agree? Explain your answer. You may use the following in your answer: • war production • support from wartime allies. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- War production made a significant contribution to the success in responding to the German invasion, with over half of national income allocated to the war effort, and a doubling armament production between 1941 and 1944
- Relocation of war production to factories east of the Urals helped overcome the German invasion, as it was crucial to their ability to produce the necessary war materiel away from German advances
- Soviet aircraft production contributed to success against the German invasion, producing fighters of sufficient number and quality (such as the IL-2 Sturmovik) to ensure air superiority over the German forces by 1943
- Soviet tank production made a significant contribution to success in the war, producing tanks such as the T-34 and JS-1 which were effective, durable and sufficiently numerous.

Relevant points which counter the statement may include:

- Allied support proved significant in countering the German invasion, e.g. communication depended on the 380,000 field telephones and over 1,538,000 kilometres of cable the Allies supplied
- From his initial radio broadcast responding to the shock of the German invasion, Stalin's leadership proved significant in rallying the Soviet population and helping prevent the collapse before winter that German strategy depended on
- The response of the Soviet people to the 'Great Patriotic War' was crucial in Soviet success and demonstrated a remarkable ability to absorb losses and continue fighting, e.g. over one million civilian deaths in the near 900-day siege of Leningrad
- The inadequacy of German resources and planning contributed to Soviet success, e.g. the tank force was insufficient in number, logistics were stretched, and equipment was ill-suited to the Russian winter.

Question	
5 (a)	What impression does the author give about the Stakhanovite movement? You **must** use Extract E to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content
Relevant points may include:
The author gives the impression that the Stakhanovite movement was successful.

This is shown by the following:

- The extract says that the Stakhanovite movement encouraged workers to work hard for rewards, and that it led to workers working harder, and production increasing
- The language used by the author, including 'remarkable, 'significant financial bonuses', and 'inspired workers'
- The author has selected evidence to show the positive impact of the Stakhanovite movement but has not included evidence to show how Stakhanov's achievements were carefully assisted, or the opposition to the movement.

Question	
5 (b)	Explain **two** effects of the German invasion during the Second World War on the Soviet Union. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of the German invasion was that it inflicted major damage on the USSR, 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 USSR adopting a policy of 'total war', and the prioritisation of war production over consumer goods resulted in consumer living standards being reduced by 40 per cent of pre-war standards
- An effect of the German invasion was that it exacerbated already difficult working conditions, e.g. factory work saw shifts extended to 12-18 hours, seven days a week and there was an increase in the proportion of farm labouring done by hand.

Question	
5 (c) (i)	'The main reason for the purges of the 1930s was Stalin's insecurity.' How far do you agree? Explain your answer. You may use the following in your answer: • Stalin's insecurity • Kirov's murder. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- Stalin's insecurity meant that he believed he still had many enemies, e.g. former rivals from the Civil War period were seen as a threat as they knew the truth about his rise to power, and Lenin's view of him
- Stalin believed that the recent examples of leading members of the party who had fallen from power, such as Trotsky, Bukharin and Zinoviev (ironically whom Stalin had himself purged), demonstrated that he could suffer the same fate
- Stalin feared that organisations, such as the Red Army and secret police, had too much independent power, and may serve as bases for possible plots and assassination attempts.

Relevant points which counter the statement may include:

- Kirov's murder was the immediate pretext for the purges, hunting down the secret 'Trotskyite-Zinovievite' terror group supposedly behind the assassination
- The testimony of Kirov's assassin, Leonid Nikolayev, implicated political leaders such as Kamenev and Zinoviev, who became victims of the purges
- Kirov's popularity, such as his topping the poll to elect the Central Committee in the 'Congress of Victors' in 1934, may have motivated both Stalin's desire to have Kirov assassinated and to undertake a wider purge
- The purges were motivated by a desire to remove old Bolsheviks who, in Stalin's eyes at least, had not been sufficiently converted to his form of socialism, and thus the purges were purifying the Communist Party by exterminating old ideals
- Economic issues behind the purges included allowing Stalin to blame economic problems on political enemies acting as 'wreckers', such as the charges of economic sabotage against the accused in the Menshevik Trial of 1931.

Question	
5 (c) (ii)	'In the years 1924-41, other than changes to people's working lives, the most significant changes to life in the Soviet Union were experienced by women.' How far do you agree? Explain your answer. You may use the following in your answer: • women's lives • ethnic minorities. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- Policies aimed at education and the workplace had a significant impact upon women, e.g. the allocation of places for women in higher and technical education increased from 20 to 40 per cent in the years 1929 and 1940
- Policies to encourage higher rates of childbirth, e.g. state help of 2-5,000 roubles a year for those with over six children, had an impact on many women – Moscow alone saw thousands of applications for these benefits in the first month they were offered
- Women saw restrictions and burdens as a result of Soviet policies, e.g. abortion was very limited, and divorce was discouraged and, by the late 1930s, many women found themselves caring for the home and family as well as undertaking full-time work.

Relevant points which counter the statement may include:

- Ethnic minorities such as Poles, Latvians, Chechens, Kurds and Germans experienced mass deportation in the 1930s and 1940s, with estimates of over 40 per cent of those deported in the 1940s dying as a result of disease, mistreatment or malnutrition
- Stalin imposed harsh policies on the Islamic population in the Central Asian republics, e.g. cultural repression, the persecution of religious leaders, and significant mass deportations during the war years
- The peasantry saw their way of life alter significantly, e.g. through being forced onto Kolkhoz from 1928, conflict over religion, or mass migration to urban areas
- Urban populations saw significant changes, e.g. many saw a reduction in the availability of consumer goods and issues with the quality of housing provision in the face of the growing urban population
- Policies towards youth brought about changes to lives, e.g. schoolchildren saw increased examinations, discipline and indoctrination.

Question	
5 (a)	What impression does the author give about war production in the Soviet Union? You **must** use Extract E to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include:
The author gives the impression that war production was very impressive.

This is shown by the following:

- The extract says that a great effort was undertaken to move war production, and that this resulted in production being higher in 1942 than the previous year
- The language used by the author, including 'quickly organised', 'huge effort… swiftly achieved', and 'greater than… flowed off the production lines'
- The author has selected evidence to show the achievements of war production but has not included evidence of the reliance upon Allied support for equipment.

Question	
5 (b)	Explain **two** effects of the cult of personality on the Soviet Union. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

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

Indicative content

Relevant points may include:

- An effect of the cult of personality was that it helped build a pseudo-religious devotion to Lenin, e.g. films such as *Three Songs about Lenin* successfully depicted him as a saviour of the Russian people
- An effect of the cult of personality was that it successfully linked a 'cult of Stalin' to Lenin, with artworks and articles praising Stalin's wisdom to encourage ordinary citizens to worship their leader and thus won Stalin support
- An effect of the cult of personality was that it linked Stalin to celebrating the achievements of ordinary people, e.g. Stakhanovites or citizens from the non-Russian republics invited to the Kremlin, or artwork such as that of Stalin and 'Gelya'.

Question	
5 (c) (i)	'The main reason for Stalin's success in the leadership struggle was the weaknesses of Trotsky.' How far do you agree? Explain your answer. You may use the following in your answer: • Trotsky's weaknesses • Stalin's position within the Communist Party. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Trotsky made little effort to build a broad support base within the Communist Party, which made it difficult for him when facing Party Congresses that tended to contain significant numbers of supporters of Stalin
- Factors such as his Jewish origins, late conversion to Bolshevism and failure to attend Lenin's funeral counted against Trotsky
- Trotsky's own errors of judgement weakened his cause, e.g. his attack on party bureaucracy in 1924 at a time when he needed support, or his attack on Lenin's economic policies in the same year.

Relevant points which counter the statement may include:

- Stalin held significant positions within the Communist Party, most notably that of General Secretary, which gave him a strong power base, such as the loyalty owed to him by the wave of recruits who had joined in the mid-1920s
- Stalin was more astute than his rivals in ensuring he introduced, or was associated with, policies which were well suited to Soviet needs at the time, e.g. 'Socialism in One Country'
- The decision by Stalin's rivals not to publish Lenin's testimony on the grounds it would damage party unity was a mistake, insofar as the testimony would have significantly weakened Stalin's claims to be Lenin's chosen successor
- Zinoviev had significant weaknesses that limited support for him within the Party, including his naked ambition and his previous disagreements with Lenin
- Other potential candidates had significant weaknesses, e.g. Lenin had raised doubts over the extent to which Bukharin's views were truly Marxist, whilst Kamenev was regarded as an overly cautious compromiser and an uninspiring public speaker.

Question	
5 (c) (ii)	'The most significant feature of Stalin's economic policies, in the years 1924-33, was industrialisation.' How far do you agree? Explain your answer. You may use the following in your answer: • industrialisation • collectivisation. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Word. Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Industrialisation saw significant success in terms of GNP growth, doubling from 1928 to 1940, and with significantly higher annual growth rates than most other nations at a time of global depression
- There was significant success in many key areas of heavy industry, e.g. the output of coal, steel, oil and electricity saw huge increases from the 1920s to 1941
- Many key industrial workers saw significant improvements in wages and treatment, e.g. specialist factory workers, engineers, managers and Stakhanovites did better
- Industrialisation saw major changes to the life of the significant section of the working-class who gained promotion, e.g. the 'proletarian advancement' programme saw 150,000 retrain as engineers and administrators.

Relevant points which counter the statement may include:

- A declining standard of living was clearly notable, as targets under the Five-Year plans prioritised primary and heavy industry, and thus there was little focus or incentive to produce consumer goods
- Forced collectivisation played a significant role in the widespread famine from 1932, with an estimated 7 million deaths across the Ukraine, Kazakhstan and the Caucasus
- Collectivisation was significant as it meant that many peasants were forced to move on to collective farms, and was politically significant as it helped move the Soviet Union move further towards socialism, e.g. with the elimination of Kulaks
- The development of Machine Tractor Stations was a significant feature of Stalin's economic policies, with over 530,000 machines being under state control for use by the peasantry by the late 1930s.

Question	
5 (a)	What impression does the author give about family life under Stalin's government? You **must** use Extract E to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

- The author gives the impression that family life had become seriously troubled

This is shown by the following:

- The extract says that family life had broken down in much of the USSR, and that many children were feral
- The language used by the author, including 'severely damaged', 'major problem' and 'improve'
- The author has selected evidence to show that family life was troubled, but has not given examples of more positive developments, e.g. the increased freedom women had to escape abusive marriages.

Question	
5 (b)	Explain **two** effects of the removal of the kulaks on the Soviet Union. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of the removal of the kulaks was that the state gained land and rural property taken from the peasants who had been targeted
- An effect of the removal of the kulaks was the disruption of agricultural production, as the kulaks tended to be the more productive farmers, which in turn had consequences for the Soviet Union's ability to feed itself
- An effect of the removal of the kulaks was resistance and violence, as peasants fought against dekulakisation measures, and a lingering resentment and mistrust of government in rural areas.

Question	
5 (c) (i)	'The main reason for the Moscow Show Trials of 1936-38 was to remove Stalin's rivals.' You may use the following in your answer: • Stalin's rivals • the cult of personality. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Stalin feared that individuals who held power from the earlier period were a threat, and organisations such as the Red Army and secret police may serve as bases for possible plots, and thus used the Show Trials to remove these threats
- The first Show Trial, in 1936, served to eliminate former powerful old Bolsheviks such as Zinoviev and Kamenev, who had previously been seen as rivals to Stalin and were accused of colluding with Trotsky
- The 1937 Show Trial saw Marshal Tukhachevsky, who Stalin considered a major rival (and nicknamed 'little Napoleon'), removed along with eight generals, removing a threat to Stalin from within the Red Army
- At the 'Trial of the Twenty-One' in 1938, Bukharin, Rykov, Yagoda and others were found guilty and subsequently executed for plotting against Stalin, removing potential rivals from the Party, NKVD, and republics.

Relevant points which counter the statement may include:

- Kirov's murder had created an atmosphere of suspicion and fear of conspiracies, which led to the arrests and justified the eventual Show Trials
- The Show Trials were held to promote the cult of personality, serving to portray Stalin as a hero leading the Soviet Union to greatness, with Stalin rescuing it from threats
- The deliberate public nature of the Moscow Show Trials served to let the Soviet people and wider world see what was happening to those who were 'enemies of the revolution', thus acting as a show of strength and deterrent
- The Show Trials were held to justify the widespread repression and purges that were taking place, as demonstrations that the threat from 'enemies of the people' were real and substantial, and thus painting the repression as necessary and legitimate.

Question	
5 (c) (ii)	'The most significant feature of the Soviet Union's experience during the Second World War was the Battle of Stalingrad.' You may use the following in your answer: • Stalingrad • Soviet setbacks. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Stalingrad lasted for much of 1942-43, and was the largest single battle of the Second World War, in terms of numbers fighting, and resulted in significant military and civilian losses for the Soviet Union, e.g. 1.1 million members of the army were killed
- The defence of Stalingrad marked a turning point, ending the German advance, securing vital communications and draining the strength of the German army
- Stalingrad had significant psychological consequences on the Soviet war effort, rallying troops and the population as a victory celebrated in contemporary newspapers and propaganda.

Relevant points which counter the statement may include:

- The German invasion brought major disarray, e.g. the initial months saw Kiev and 600,000 troops lost in the south, with key cities such as Leningrad besieged in the north, leading to hundreds of thousands of inhabitants experiencing extreme suffering
- The German invasion was significant in terms of territory lost, as the Wehrmacht had pushed 650 miles into central Russia within months, and in terms of the loss of military capacity, e.g. it cost the Soviet Union its entire air and tank force
- The response of the Soviet people in the defence of 'Mother Russia' in a 'Great Patriotic War' - rather than in defence of the Soviet system - was a significant feature of the war, contributing to the eventual success in driving back German forces
- A reduction in living standards was a major feature for Soviet civilians, e.g. consumer living standards were reduced by 40 per cent of the pre-war level, with severe shortages and hunger being a feature throughout the war
- Changes to working conditions were a major feature of wartime life, e.g. over half the workforce was female, there was an increase in the proportion of farm labouring done by hand, and factory shifts typically saw 12 to 18 hour shifts.

Question	
5 (a)	What impression does the author give about how Stalin was able to be successful in his leadership bid? You **must** use Extract E to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include the following:

- The author gives the impression that Stalin was successful in his leadership bid because he was clever.

This is shown by the following:

- The extract says that Stalin deliberately misled Trotsky and abused his party role to strengthen his position
- The language the author uses, including 'tricked', 'planned carefully' and 'portray himself'
- 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.

Question	
5 (b)	Explain **two** effects of Stalin's policies on ethnic minorities in the Soviet Union. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include the following:

- An effect of Stalin's policies 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
- 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
- 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.

Question	
5 (c) (i)	'The main consequence of collectivisation was changes to living conditions in the countryside.' How far do you agree? Explain your answer. You may use the following in your answer: • living conditions • kulaks. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include the following:

- 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
- 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
- Collectivisation changed living conditions as peasants found themselves under increased control from Soviet authorities.

Relevant points which counter the statement may include the following:

- 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
- Collectivisation led to the removal of the kulaks, who were sent to Siberia, shot or forced to go work in the new factories
- 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
- Collectivisation enhanced the power of Stalin, as opponents of the policy, such as Bukharin and Rykov, lost influence
- 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.

Question	
5 (c) (ii)	'The main reason for the setbacks experienced by the Soviet Union in the years 1941-42 was the purge of the armed forces.' How far do you agree? Explain your answer. You may use the following in your answer: • the purge of the armed forces • Stalin's leadership. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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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	
5 (a)	What impression does the author give about working conditions in the Soviet Union? You **must** use Extract E to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content
Relevant points may include the following:

The author gives the impression that working conditions were very harsh.

This is shown by the following:

- 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)	Explain **two** effects of the German invasion on the Soviet Union during the Second World War. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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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)	'The main reason for collectivisation, in the years 1928-41, was to remove the kulaks.' How far do you agree? Explain your answer. You may use the following in your answer: • the Kulaks • industrialisation. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include the following:

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

Relevant points which counter the statement may include the following:

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

Question	
5 (c) (ii)	'The most significant method used to control political opposition to Stalin's rule in the 1930s and 1940s was NKVD terror.' How far do you agree? Explain your answer. You may use the following in your answer: • NKVD terror • purges. • You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include the following:

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

Relevant points which counter the statement may include the following:

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

3 (a)	What impression does the author give about the French occupation of the Ruhr? You **must** use Extract C to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content

Relevant points may include:

The author gives the impression that the French occupation of the Ruhr was harsh.

This is shown by the following:

- The extract says that 'the French took the law into their own hands and occupied the Ruhr'
- The language the author uses, including 'savagely' and 'outraged'
- The author has selected evidence that shows the negative aspects of the occupation and ignores the fact that the occupation saw the smooth removal of materials to France and Belgium, which was its main objective.

Question	Mark scheme
3 (b)	Explain **two** effects of the Locarno Treaties on Germany. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- 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
- Germany felt as if it was now a respected European nation as the Locarno Treaties admitted Germany into the League of Nations.

Question	Mark scheme
3 (c) (i)	'Party reorganisation was the main reason why the Nazi Party survived in the years 1924–28.' How far do you agree? Explain your answer. You may use the following in your answer: • Party reorganisation • the impact of the Munich Putsch. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Bouhler and Schwarz reorganised the Nazi Party by dividing it into regions and this was crucial to the survival of the Nazi Party
- At the Nuremberg conference, in 1927, unsuitable *Gauleiters* were replaced and this strengthened central party organisation and bureaucracy
- The role of Strasser in developing the Nazi Party.

Relevant points which counter the statement may include:

- Hitler used his trial after the Munich Putsch to get national publicity and sympathy for his ideas and the Nazi Party and this attracted support
- Hitler used his time in prison to reconsider how best to achieve power. He wrote these ideas in *Mein Kampf* and they became central to the Nazi Party and aided the survival of the Party
- The consequent ban on the Nazi Party was weakly enforced and lifted in 1925, and this enabled the Nazi Party to survive, develop and grow
- The role of Goebbels in his use of propaganda proved to be essential in the survival of the Nazi Party
- Weaknesses of Weimar government allowed extreme parties such as the Nazis to gain support.

Question	Mark scheme
3 (c) (ii)	'It was Nazi employment policies that had the most significant impact on German families in the years 1933–39.' How far do you agree? Explain your answer. You may use the following in your answer: • Nazi employment policies • Nazi education policies. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The economic implications of the three 'Ks' reinforced the domestic role of the female within the family
- Educated women lost their professional jobs and their income, e.g. female civil servants and teachers, and this impacted family income
- Interest free loans gave women the opportunity to stay at home and look after children and withdraw from the labour market
- Economic policies led to greater employment and this benefitted family prosperity.

Relevant points which counter the statement may include:

- German girls in the League of German Girls (BDM) were educated in their duty to have Aryan children
- The Nazis moved away from co-educational schools to ensure the different sexes received their appropriate education, e.g. girls undertook needlework and home crafts in order to make them homemakers
- Propaganda campaigns raised the status and profile of the family, e.g. the introduction of the Mother's Cross
- Between 1933–39 divorce laws gave men more grounds on which they could divorce spouses, e.g. racial, and this had a significant impact on the family.

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

Question	Mark scheme
3 (a)	What impression does the author give about the failure of the Munich Putsch? You **must** use Extract C to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include:

- The author gives the impression that the Munich Putsch's failure was Hitler's fault.

This is shown by the following:

- The extract says Hitler's 'poor organisation led to failure'
- The language the author uses, including, 'overestimated', 'disaster' and 'impatience'
- The author has selected evidence to show the negative impact of Hitler's leadership and omitted the role of others, e.g. Ludendorff.

Question	Mark scheme
3 (b)	Explain **two** effects of the French occupation of the Ruhr on Germany. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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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.

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

Indicative content

Relevant points may include:

- The occupation of the Ruhr by France led to a key area of Germany's industrial Rhineland being controlled by France and extracted raw materials went to France, harming the German economy
- The occupation of the Ruhr by France led the German government to sanction 'passive resistance' by German workers, which meant the government had to print more money to pay the striking workers and this contributed to hyperinflation
- The occupation of the Ruhr by France contributed to the unpopularity of the Weimar government.

Question	Mark scheme
3 (c) (i)	'The Reichstag Fire was the main reason why the Nazis were able to set up a dictatorship in the years 1933–34.' How far do you agree? Explain your answer. You may use the following in your answer: • the Reichstag Fire • the Enabling Act. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The fire enabled Hitler to get Hindenburg to sign the Emergency Decree for the Protection of the People and State, which suspended democratic freedoms
- The Reichstag Fire gave the Nazis a tactical and propaganda opportunity to portray themselves as the defenders of the Reich against a weak Weimar
- The fire enabled the Nazis to blame the Communists and accuse them of planning a national coup. Communists were arrested and the Nazis were able to remove a source of opposition in the Reichstag
- As a consequence of actions taken because of the fire, the Nazis had a legal basis for persecution, terrorism and repression of all opposition, all features of a dictatorship.

Relevant points which counter the statement may include:

- The Nazis' effective use of the Enabling Act meant they could rule without opposition as a dictatorship, e.g. in May 1933 trade unions were banned, in July 1933 all political parties, except the Nazis, were made illegal
- Hitler was legally appointed Chancellor on January 30, 1933, and this gave him the basis to begin the process of establishing a dictatorship, e.g. making deals with the army and big business
- The Night of the Long Knives allowed Hitler to remove some opposition that cleared the way for the setting up of the Nazi dictatorship
- The death of Hindenburg (1934) allowed Hitler to combine the role of Chancellor and President, and enforce an oath of loyalty on the armed forces.

Question	Mark scheme
3 (c) (ii)	'Allied bombing had the most significant impact on the German home front during the Second World War.' How far do you agree? Explain your answer. You may use the following in your answer: • Allied bombing • rationing. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- 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
- The Allied bombing campaigns resulted in significant civilian death and injury and infrastructure destruction, which impacted on morale, e.g. absenteeism
- Major cities, e.g. Dresden, suffered major attacks and were virtually destroyed
- The Allied bombing campaigns forced Germany, in 1943, to divert two million men away from war fronts into anti-aircraft service on the home front.

Relevant points which counter the statement may include:

- Food was rationed immediately the war started in 1939 and meats and fats were soon in short supply and food consumption fell per person by 25 per cent, by 1941 cigarettes, soap, clothing and shoes were also restricted
- People were encouraged to use unfamiliar food products, and parks and gardens in cities were dug up and used as vegetable patches
- Persecution of Jews intensified on the home front, e.g. in 1941 all Jews were forced to wear the yellow Star of David on their sleeve
- The need for men to fight the war meant that men from the home front were drafted into the army, creating a serious shortage of labour.

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

Question	Mark scheme
3 (a)	What impression does the author give about the July Bomb Plot (1944)? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that the July Bomb Plot failed because of unforeseen circumstances.

This is shown by the following:

- The extract says that the July Bomb Plot failed because the bomb was moved.
- The language the author uses, including 'surprisingly', 'unluckily'
- The author has selected evidence that supports chance factors affecting the outcome of the Plot and not considered the significant planning that went into the assassination attempt, e.g. organisation of the plot within the high ranks of the military.

Question	Mark scheme
3 (b)	Explain **two** effects of the work of Gustav Stresemann on Germany in the years 1923-29. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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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.

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

Indicative content

Relevant points may include:

- In 1923 Stresemann took measures to stabilise the German economy by resuming the payment of reparations, which resulted in the ending of the French occupation of the Ruhr
- Stresemann restored Germany's relationship with France through the Locarno Treaties, which guaranteed the borders that were set at the Treaty of Versailles
- Stresemann restored Germany's international standing by negotiating German membership of the League of Nations.

Question	Mark scheme
3 (c) (i)	'The most significant challenge to the Weimar Republic, in the years 1919-23, came from uprisings by the Right'. You may use the following in your answer: • uprisings by the Right • the Spartacist uprising. You **must** also use information of your own **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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Indicative content

Relevant points which support the statement may include:

- The Right was supported by influential individuals and groups in German politics and military, who attempted to undermine the Weimar Republic throughout the period
- The early success of the Kapp Putsch significantly undermined the Weimar Republic in March 1920
- The attempted Munich Putsch (1923) by the Nazi Party had the support of opponents of the Weimar Republic, e.g. General Ludendorff
- Over 300 political assassinations were carried out by right-wing terror organisations, including that of the Weimar politician Walter Rathenau.

Relevant points which counter the statement may include:

- The Spartacist revolt saw street demonstrations in Berlin and the Weimar Republic turned to the *Freikorps* to deal with it
- Neither the uprisings by the Kapp Putsch nor the Munich Putsch was successful in overthrowing the Weimar Republic
- Economic challenges were more significant, e.g. post-war debt and hyper-inflation, and these had to be dealt with by the Weimar Republic
- Dealing with the consequences of the Treaty of Versailles was a significant challenge, e.g. reparations, loss of faith in the Republic.

Question	Mark scheme
3 (c) (ii)	'The use of intimidation and violence, in the years 1928-33, was the main reason for Nazi success.' How far do you agree? Explain your answer. You may use the following in your answer: • intimidation and violence • propaganda. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The use of violence to intimidate political opponents at rallies and polling stations was a key feature of Nazi electoral success 1928-33
- The SA were used to bully and intimidate voters into voting for the Nazis and this was a feature in electoral success 1928-33
- From January 1933, the Nazi controlled the Prussian police, and used them to intimidate political opponents
- Communists were intimidated and arrested following the Reichstag Fire and the passing of the Emergency Decrees, and this strengthened the political power of the Nazis.

Relevant points which counter the statement may include:

- Nazi success was based on propaganda and popularity, e.g. propaganda campaigns 1928-29 regarding the Depression and the failure of the Weimar Republic
- From 1928, Hitler and the Nazi Party chose to use the electoral system to gain power, rather than rely solely on intimidation and violence
- The backstairs intrigue that brought Hitler to the Chancellorship was the result of the self-interest of the political elite and the role of Hindenberg
- Chance factors played a part in Nazi success, e.g. the impact of the Wall Street Crash.

Question	Mark scheme
3 (a)	What impression does the author give about Germany in the years 1924-29? You **must** use Extract C to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content

The author gives the impression that Germany was improving in the years 1924-29.

This is shown by the following:

- The extract says 'The years 1924-29 were 'golden years'
- The language used by the author, including 'the economy was prospering', 'wages significantly increased'
- The author has selected evidence to show the positive aspects of Germany's economic recovery and not included negative aspects such as the divide between rich and poor and the impact on farmers.

Question	Mark scheme
3 (b)	Explain **two** effects of the Nuremberg Laws (1935) on the lives of Jews living in Germany. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- The Nuremburg Laws made German citizenship conditional on producing a certificate confirming Aryan descent, thereby removing citizenship from all Jews
- The Nuremburg Laws ensured that Jews were not allowed to marry Aryan Germans
- The Nuremburg Laws led to many Jews emigrating from Germany as their daily lives became intolerable, e.g. to other European countries and Palestine.

Question	Mark scheme
3 (c) (i)	'The main reason why the Treaty of Versailles was hated by many Germans was that it weakened Germany's military strength.' You may use the following in your answer: • Germany's military strength • reparations. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Germany's military capability was destroyed by the Treaty and left people in Germany feeling humiliated and vulnerable
- The Treaty reduced the German army to 100,000 men, a decision that led to significant dissatisfaction amongst the military and concern that Germany could not defend itself
- Germany was not allowed an air force and its navy was significantly limited and this compared unfavourably with other European countries, which many Germans disliked
- The demilitarisation of the Rhineland damaged Germany's ability to defend itself against France, e.g. the Ruhr Occupation.

Relevant points which counter the statement may include:

- Many Germans hated that Germany was made financially liable for the cost of the war, e.g. reparations were set, in 1921, at £6,600m and this damaged Germany's ability to recover economically from the war
- Many Germans hated that Germany was made fully responsible for starting the war, e.g. Article 231 blamed Germany for the war by stating 'war guilt', and this damaged Germany's international standing
- Many Germans resented the loss of territory due to its economic importance, e.g. losing 20 per cent of coal production and 15 per cent of agricultural resources, and this damaged its ability to rebuild after the war
- Many Germans hated that Germany lost land to Poland, e.g. large numbers of Germans now lived in Poland, beyond the control of the German government.

Question	Mark scheme
3 (c) (ii)	'The main problem facing the Nazi government in Germany and the occupied territories, in the years 1939-45, was opposition to Hitler's rule.' How far do you agree? Explain your answer. You may use the following in your answer: • opposition to Hitler's rule • allied bombing. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The opposition to Hitler's rule from military generals after 1940 became a major problem, e.g. the Kreisau Circle, Stauffenberg and the July Plot
- The problem of youth opposition to Hitler's rule continued during the war years, e.g. the Edelweiss Pirates attacked members of the Hitler Youth; White Rose sought to disrupt the war effort
- The problem of communist opposition to Hitler's rule was a constant throughout the war years, e.g. Uhrig organised communist resistance cells and, by 1941, there were 89 factory cells in Berlin alone
- The growing importance of Goebbels and his Ministry was an indication of how significant it was to have control of the civilian population, showing how significant the opposition was.

Relevant points which counter the statement may include:

- The problem of the destruction and social dislocation, caused by Allied bombing of Germany, had to be managed
- The isolation of Jews in Germany, and then in the occupied territories, led to the creation of 'ghettos' as a means of dealing with the 'Jewish question'
- As a consequence of the invasion of the Soviet Union, the 'Jewish problem' intensified and more radical solutions were planned, e.g. the role of death squads and the planning of the 'Final Solution'
- The problem of imminent defeat meant that, in the summer of 1944, the forced mobilisation of German society, Volkssturm, was introduced.

Question	Mark scheme
3 (a)	What impression does the author give about Nazi policies towards women in employment? You **must** use Extract C to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

The author gives the impression that Nazi policies towards women were unsuccessful in removing them from work.

This is shown by the following:

- The extract says 'to force all women back into the home was weak and was not achieved'
- The language the author uses, including 'significantly increased', 'half-hearted'.
- The author has selected evidence that is focused on the unsuccessful nature of the policies and ignored the fact that they did remove many professional females from work, e.g. teachers, civil servants and lawyers.

Question	Mark scheme
3 (b)	Explain **two** effects of Allied bombing on Germany during the Second World War. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- The bombing campaigns had an effect on industrial production, e.g. vital aircraft and tank production decreased by one-third
- The bombing campaigns had an effect on civilians, e.g. resulted in the deaths of over 300,000 Germans and 800,000 wounded, with 20% of housing destroyed
- The bombing campaigns had an impact on morale, e.g. work absenteeism grew, as did cynicism and lack of confidence in an eventual German victory.

Question	Mark scheme
3 (c) (i)	'Hyperinflation was the main reason why the Weimar Republic was weak in the years 1919-23.' How far do you agree? Explain your answer. You may use the following in your answer: • hyperinflation • the Weimar Constitution. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Hyperinflation weakened the Weimar Republic because, as the mark became worthless, people with savings and those on fixed incomes found themselves penniless and blamed Weimar politicians
- Hyperinflation led the Weimar Republic to print more money, which destroyed confidence in the mark and, as a consequence, people turned to bartering goods, which damaged the government's financial standing
- Hyperinflation led to farmers being reluctant to sell food, which led to food shortages and a rise in the price of necessities, which were all blamed on the Weimar Republic's mis-handling of the economy
- Hyperinflation had a direct effect on Germany's ability to pay reparations, which led to the French invasion of the Ruhr and this fuelled nationalist agitation against the Weimar Republic.

Relevant points which counter the statement may include:

- The Constitution used proportional representation to create a multi-party system, which meant the Republic was ruled by weak coalition governments
- The Weimar Republic was weak due to the impact of the Treaty of Versailles and its acceptance of it, and the view that Weimar politicians were the 'November criminals'
- The Weimar Republic was unstable due to threats from the left, e.g. the Spartacists
- The Weimar Republic was unstable due to threats from the right, e.g. the Kapp Putsch, the Munich Putsch.

Question	Mark scheme
3 (c) (ii)	'The main impact of the Great Depression on Germany, in the years 1929-33, was economic problems.' How far do you agree? Explain your answer. You may use the following in your answer: • economic problems • support for the Communist Party. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Great Depression led to a significant rise in unemployment, e.g. in 1929 it had been 1.3 million and by 1933 it was 6 million, which led to an increase in poverty
- The Great Depression made it difficult for the German government to borrow money, e.g. German investors were unable or reluctant to lend and foreign investors insisted on terms that were unacceptable as they were too costly
- The Great Depression caused many German banks to go bankrupt, e.g. people rushed to withdraw their cash causing banks to run out of cash
- The Great Depression led to an ever-increasing fall in German industrial production reaching 40% by 1933, which led to business closure and unemployment.

Relevant points which counter the statement may include:

- The Great Depression led to increased support for the Communist Party (KPD), which saw it increase its number of seats in the Reichstag from 77 in 1930 to 100 in 1932
- The Great Depression led to the collapse of Brüning's coalition government as policies such as raising taxes and reducing unemployment did not command support and he had to rely on Presidential decree
- The Great Depression benefitted the Nazis as they used political rallies to demonstrate that they had a strong leader and had answers to Germany's economic chaos, which was reflected in electoral success
- The Great Depression gave the Nazis the opportunity to use propaganda in order to gain working and middle class support, e.g. posters promised the workers 'Work and Bread' and the middle classes protection against communism.

Question	Mark scheme
3 (a)	What impression does the author give about reactions to the Treaty of Versailles? You **must** use Extract C to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

The author gives the impression that German people were upset by the Treaty of Versailles.

This is shown by the following:

- The extract says, 'seen by many Germans as anti-patriotic'.
- The language the author uses, including 'stab in the back', 'shameful'.
- The author has selected evidence that is focused on the evidence that puts emphasis on the negative reactions to the Treaty and not considered any positive reactions, e.g. it ended the war without Germany having to be occupied.

Question	Mark scheme
3 (b)	Explain **two** effects of the Munich Putsch on the Nazi Party in the years 1923-28. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- Hitler used the outcome of the Munich Putsch to get national publicity and sympathy for his ideas, which benefitted the Nazi Party
- The Munich Putsch led to Hitler's imprisonment where he considered how best to achieve power. He wrote these ideas in *Mein Kampf* and they became central to the Nazi Party and aided the survival of the Party
- The Munich Putsch led to a ban on the Nazi Party, which was weakly enforced and lifted in 1925. This enabled the Nazi Party to survive and grow and win seats in the 1928 Reichstag elections.

Question	Mark scheme
3 (c) (i)	'The main reason for the recovery of Germany, in the years 1924-29, was successes abroad.' How far do you agree? Explain your answer. You may use the following in your answer: • successes abroad • the Dawes Plan. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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Indicative content

Relevant points which support the statement may include:

- 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 successful negotiation of the Locarno Treaties guaranteed borders between France and Germany and peace between Germany, France and Britain, which restored trust in Germany
- Germany's signing of the Kellogg-Briand Pact stabilised international relations, and the Pact guaranteed non-aggression between signatories.

Relevant points which counter the statement may include:

- The Dawes Plan helped the German government pay its reparation debts to France, Great Britain and Belgium
- The Dawes Plan brought USA loans into Germany's economy and this helped industry expand, which contributed to Germany's recovery
- The successful overcoming of hyperinflation, with the introduction of a new currency, helped to stabilise the German economy and aided recovery
- The Weimar republic actively encouraged economic growth and prosperity, e.g. growth of new industries and development of welfare benefits
- Stresemann's dominance over the Reichstag did much to ensure that the Weimar Republic remained politically stable and assisted recovery.

Question	Mark scheme
3 (c) (ii)	'The most significant method of control used by the Nazis in Germany, in the years 1933-39, was censorship.' How far do you agree? Explain your answer. You may use the following in your answer: • censorship • police state. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Nazis censored and controlled newspapers by making sure they did not publish views that were opposed to Nazi ideology, e.g. therefore, there was no free press in Germany
- The Nazis limited access to ideas not in tune with their ideology and controlled the supply of books, e.g. millions of books were taken from libraries and burnt at public bonfires
- The Nazis censored music, e.g. jazz was banned as it was regarded as inferior, Mendelssohn's work was also banned because he was partly Jewish, however, Wagner's music was promoted because it portrayed Germany as heroic
- The Nazis controlled and limited academic research, e.g. 3,000 professors were sacked, and any research was directed at Nazi projects, e.g. eugenics, weapons.

Relevant points which counter the statement may include:

- The police state operated through the Gestapo, e.g. a secret police force that arrested those who acted or spoke against the Nazis and imprisoned without trial
- The SS controlled state security services and carried out the Nazi policy of racial purification, e.g. they ran the concentration camps, which imprisoned political opponents, Jews and homosexuals
- The Nazis used propaganda to spread their ideas and strengthen their control of German people, e.g. posters advertised Nazi views, rallies and parades created a sense of German unity
- The Nazis made sure that organisations that could influence the German people were controlled, e.g. the Church, DAF, education and youth.

3 (a)	What impression does the author give about the Weimar Constitution? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

- The author gives the impression that the Weimar Constitution would not work.

This is shown by the following:

- The extract says that 'It was doomed from the start'
- The language the author uses, including 'confusion', 'doubtful'
- The author has selected evidence to show the weaknesses of the Weimar constitution and not expanded on its strengths, e.g. how representative it was in allowing a broad range of political views.

Question	
3 (b)	Explain **two** effects of Nazi rule on the Churches in the years 1933-39. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that the Concordat (1933) with the Pope gave the Nazis greater control over Catholic education, e.g. Catholic schools were brought into line with state schools or closed
- An effect was that the Nazis forbade Roman Catholic priests from intervening in politics, and some were harassed, arrested and sent to concentration camps, and Roman Catholic bishops had to swear an oath of loyalty to the Nazi regime
- An effect was that the Nazis partially controlled the Protestant Churches by creating the German Christian Church under the leadership of 'Reich Bishop', Ludwig Müller.

Question	
3 (c) (i)	'The main reason for the Nazi rise to power, in the period July 1932 to March 1933, was the role of President von Hindenburg.' You may use the following in your answer: • President Von Hindenburg • the Reichstag election, July 1932. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Von Hindenburg's decision to get rid of Brüning opened the door for the Nazis and assisted their coming to power
- Von Hindenburg's decision to sack von Papen and appoint von Schleicher was significant as it raised the idea of bringing the Nazis into a coalition government
- Von Hindenburg's decision to turn back to von Papen to form a viable government, accepting von Schleicher's resignation and installing Hitler as Chancellor, gave the Nazis an opportunity to take power
- Von Hindenburg issued the decree For the Protection of People and State, which ended civil liberties after the Reichstag Fire and this assisted the Nazis' rise to power.

Relevant points which counter the statement may include:

- In the July 1932 election, the Nazis gained 230 seats in the Reichstag, making them the largest party and giving them a strong platform to push for power
- The Nazis registered a large increase in votes in March 1933 and, as all communist KPD deputies were barred from the Reichstag, the result gave the Nazis a significant political advantage
- The Enabling Act gave the Nazis the power to alter the constitution and they no longer had to rely on the Reichstag or emergency powers in order to legislate
- The impact of the economic depression on the popularity of the Nazis in the years 1929-33.

Question	
3 (c) (ii)	'The most significant impact of the Second World War on the German home front was on the role of women'. How far do you agree? Explain your answer. You may use the following in your answer: • the role of women • allied bombing. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The need to maintain industrial and agricultural production during the war resulted in the significant drafting of women into the workplace, e.g. armaments factories, farms
- Women were drafted, on the home front, to support the armed forces, e.g. telephone, telegraph and transmission operators, administrative clerks, and the military health service
- Women were used in home front anti-aircraft defence, e.g. as operators of listening equipment, operating projectors for anti-aircraft defence.

Relevant points which counter the statement may include:

- The allied bombing campaigns had a direct effect on industrial production, e.g. workers were redirected to armaments production, and also resulted in significant civilian death and injury
- Food was rationed immediately as war started in 1939 and meats and fats were soon in short supply, food consumption fell person by 24% and, by 1941, the sale of cigarettes, soap, clothing and shoes were also significantly restricted
- German people were forced to use unfamiliar products, with parks, gardens and cities being dug up and used as vegetable patches
- Persecution of German Jews intensified on the home front, e.g. in 1941, all German Jews were forced to wear the yellow Star of David on their sleeve
- The need for men to fight the war meant that men from the home front were drafted into the army, creating a serious labour shortage.

Question	
3 (a)	What impression does the author give about Stresemann's international policies in the years 1924-29? You **must** use Extract C to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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The author gives the impression that Stresemann's international policies were not successful.

This is shown by the following:

- The extract says that 'Stresemann's international policies were aimed at restoring Germany's position as a European power but achieved nothing'
- The language the author uses, including 'benefitted only', 'failed to restore'
- The author has selected evidence that emphasises the weakness of Stresemann's policies and has not considered some of the benefits, e.g. Germany's border with France was secured.

Question	
3 (b)	Explain **two** effects of the Second World War on the German Home Front in the years 1939-45. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that allied bombing campaigns had a direct impact on the civilian population, e.g. workers were redirected to armaments production, and there was significant civilian death and injury
- An effect was that food and goods were rationed, e.g. meats and fats were soon in short supply, food consumption fell per person by 24% and, by 1941, the sale of cigarettes, soap, clothing and shoes were restricted
- An effect was that women were drafted to support the armed forces, e.g. as telephone, telegraph and transmission operators, administrative clerks, and in the military health service.

Question	
3 (c) (i)	'The French occupation of the Ruhr was the main reason why the Weimar Republic had problems in the years 1919-23.' How far do you agree? Explain your answer. You may use the following in your answer: • the French occupation of the Ruhr • reactions to the Treaty of Versailles. You **must** also use information of your own.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The occupation of the Ruhr by France led to a key area of Germany's industrial Rhineland being controlled by France, who extracted raw materials, which weakened the Weimar Republic's ability to action economic recovery
- The occupation of the Ruhr by France led the Weimar government to sanction 'passive resistance' by the German workers, which led to France having greater control in the DMZ, which became a security issue for the Weimar Republic
- The occupation of the Ruhr by France contributed to the unpopularity of the Weimar government, particularly amongst nationalist and right-wing groups.

Relevant points which counter the statement may include:

- The acceptance of the Treaty of Versailles by the government of the Weimar Republic led to accusations of 'stab in the back', and many Germans felt the Treaty left Germany weak and vulnerable
- Hyperinflation weakened the Weimar Republic because, as the mark became worthless, people with savings and those on fixed incomes found themselves penniless and blamed Weimar politicians
- The Weimar Constitution used proportional representation to create a multi-party system, which meant the Republic could be ruled by weak coalition government, e.g. the period saw nine different governments
- The Weimar Republic had problems due to threats from the Left, e.g. the Spartacists
- The Weimar Republic had problems due to threats from the Right, e.g. the Kapp Putsch, the Munich Putsch.

Question	
3 (c) (ii)	'The most significant impact of Nazi policies towards German people, in the years 1933-39, was on the Jews.' How far do you agree? Explain your answer. You may use the following in your answer: • Nazi policies towards the Jews • Nazi policies towards the young. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The shop boycott of 1933 threatened the economic livelihood of Jews in Germany. The SA painted 'Jude' on the windows of shops to persuade Germans not to enter Jewish shops
- The Nuremberg Laws seriously undermined the position of all Jews in Germany and set a precedent for later Nazi anti-Semitic policies
- The Reich Law on Citizenship stated that only those of pure German blood could be German citizens, which effectively meant that German Jews lost their citizenship
- From 1936, the Nazi's banned, or restricted, Jews living in Germany from professional activities, e.g. vets, doctors, surveyors and teachers.

Relevant points which counter the statement may include:

- In 1933, the Nazis abolished all youth organisations (except Catholic ones), in order to control the young, and they were taken over by the Hitler Jugend as part of the Nazi policy of Gleichschaltung
- The Hitler Youth was significantly and rapidly expanded after 1933 and, by 1939, about 82% of all 11-18 year olds were members
- 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 role of women within society; women gained interest-free state loans; after 1937, women had increased employment opportunity.

Question	
3 (a)	What impression does the author give about the Night of the Long Knives (1934)? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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The author gives the impression that the Night of the Long Knives had a brutal impact on the SA.

This is shown by the following:

- The extract says that 'The unsuspecting victims of this night of terror, known as the Night of the Long Knives, were the leaders of the SA'
- The language the author uses, including 'dazed', 'in cold blood'
- The author has selected evidence that puts emphasis on the brutal nature of the Night of the Long Knives being about the purging of the SA leadership, whereas most of the SA were simply allowed to join the regular army.

Question	
3 (b)	Explain **two** effects of the German Revolution (1918-19) on Germany. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of the German Revolution was that the German High Command began the process of moving Germany to a different form of government, which led to Ludendorff resigning
- An effect of the German Revolution was that the Chancellor and the Cabinet were now answerable to the Reichstag, which made Germany a parliamentary government
- An effect of the German Revolution was that it saw a change in key personnel in Germany's government, e.g. Ebert.

Question	
3 (c) (i)	'The main reason for the recovery of Germany, in the years 1924-29, was US loans.' You may use the following in your answer: • US loans • the Locarno Treaties. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- US loans helped Germany successfully overcome the effects of hyperinflation, which helped to stabilise the German economy and aid recovery
- US loans helped the German government pay its reparation debts to France, Great Britain and Belgium, which restored international trust in Germany
- US loans allowed the governments of the Weimar Republic to actively encourage German economic growth and prosperity, e.g. growth of new industries and development of welfare benefits.

Relevant points which counter the statement may include:

- As a result of Stresemann's good management of foreign policy, in the years 1925-29, exports rose by 40 percent, improving the economy
- The successful negotiation of the Locarno Treaties guaranteed borders between France and Germany and peace between Germany, France and Britain, which restored trust in Germany
- 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
- Germany's signing of the Kellogg-Briand Pact stabilised international relations, and the Pact guaranteed non-aggression between signatories
- Stresemann's dominance over the Reichstag did much to ensure that the Weimar Republic remained politically stable, which assisted German recovery.

Question	
3 (c) (ii)	'The most significant impact of the Great Depression on Germany, in the years 1929-33, was increased support for the Nazis.' How far do you agree? Explain your answer. You may use the following in your answer: • support for the Nazis • unemployment. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Great Depression benefitted the Nazis as they used political rallies to demonstrate that they had a strong leader and had answers to Germany's problems, which resulted in increased support
- The Nazis used the impact of the Great Depression as the basis of their propaganda campaign, e.g. 'Work and Bread' and this increased working class support for the Nazis
- The economic chaos of the Great Depression led many Germans to vote for the Nazis, who increased their percentage of the vote from 18.3% to 43.9% in the years 1930-33.

Relevant points which counter the statement may include:

- The Great Depression led to a significant rise in unemployment, e.g. in 1929 it had been 1.3 million and by 1933 it was 6 million, which led to an increase in poverty
- The Great Depression led to the collapse of Brüning's coalition government as policies such as raising taxes and reducing unemployment did not command support and he had to rely on Presidential decree
- The Great Depression caused many German banks to go bankrupt, e.g. people rushed to withdraw their cash, causing banks to run out of cash
- The Great Depression led to an ever-increasing fall in German industrial production, reaching 40% by 1933, which led to business closures
- The Great Depression led to increased support for the Communist Party (KPD), which increased its number of seats in the Reichstag from 77 in 1930 to 100 in 1932.

Question	
3 (a)	What impression does the author give about the abdication of the Kaiser in 1918? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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The author gives the impression that the Kaiser was forced to abdicate in 1918.

This is shown by the following:

- The extract says that 'withdraw support from the government unless the Kaiser abdicated within twenty-four hours'
- The language the author uses, including 'threatened', 'stronger approach'
- The author has selected evidence that puts emphasis on the force applied by the SDP in the abdication of the Kaiser and not on other factors, e.g. Ludendorff persuaded the Kaiser that it was best to transform the Second Reich into a parliamentary democracy.

Question	
3 (b)	Explain **two** effects of Nazi rule on education in Germany in the years 1933-39. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that education was put under the control of Bernhard Rust, who purged it of Weimar Republic values so that it could promote Nazi values, e.g. Jewish teachers were fired immediately
- An effect was that the teaching profession was put under the control of the National Socialist Teachers' Alliance, which indoctrinated teachers with Nazi ideology, e.g. racial purity
- An effect was that certain subjects took on new importance, e.g. sport, history, biology and mathematics, as they were fashioned to support Nazi ideology.

Question	
3 (c) (i)	'The role of von Hindenburg was the main reason that Hitler became Chancellor of Germany in January 1933.' You may use the following in your answer: • von Hindenburg • Nazi propaganda. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- Von Hindenburg's decision to get rid of Brüning opened the door for Hitler and assisted in him eventually becoming Chancellor
- Von Hindenburg's decision to sack von Papen and appoint von Schleicher was significant as it raised the idea of bringing Hitler into coalition government where he could influence and manipulate decision making regarding the Chancellorship
- Von Hindenburg's decision to turn back to von Papen to form a viable government by accepting von Schleicher's resignation saw him then appoint Hitler as Chancellor.

Relevant points which counter the statement may include:

- Nazi propaganda increased the popularity of Hitler, e.g. Goebbels ensured that Hitler's leadership skills were well publicised with simple, frequently-repeated messages that Hitler would be a capable Chancellor
- Hitler himself played a leading role through his popular appeal and speeches. In his speeches, he claimed that parliamentary democracy did not work and that he could provide strong leadership and government
- It was von Papen who was instrumental in Hitler's appointment as Chancellor, as he convinced von Hindenburg that he would control Hitler, and that Hitler would bring stability to Germany
- The impact of the Great Depression greatly increased the unpopularity of the Weimar Republic, which seemed unable to solve Germany's problems, and this played into the hands of the Hitler and the Nazis
- Many of the unemployed turned to voting for the Nazi party in elections and, by July 1932, the Nazi Party was the largest party in the Reichstag, giving Hitler the platform to demand the Chancellorship.

Question	
3 (c) (ii)	'In the years 1939-45, the most significant feature of war on the Home Front in Germany and the occupied territories was Nazi policies towards Jews.' How far do you agree? Explain your answer. You may use the following in your answer: • Nazi policies towards Jews • rationing. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The isolation of Jews in Germany led to the of use of 'ghettos', e.g. an area of a town or city was separated by walls or fencing and Jews were relocated to live there. Living conditions became squalid and disease spread easily
- The Nazis considered differing policies regarding the idea of the resettlement of Jews from Germany and the occupied territories, e.g. the Madagascar Plan. Planning time and resources were wasted as these policies did not take place.
- As a consequence of the invasion of Poland and the Soviet Union, the Nazis developed more radical policies, e.g. the role of death squads, the *Einsatzgruppen.* This led to many Jewish deaths.
- On 31 July 1941, Goering ordered Heydrich to prepare for the 'final solution to the Jewish Question'. Wannsee Conference (January 1942) set in motion the practical steps that led to the Final Solution.

Relevant points which counter the statement may include:

- There was the need to ration food immediately as war started in 1939, e.g. meats and fats were soon in short supply, food consumption fell per person by 24% and, by 1941, the sale of soap, clothing and shoes were also significantly restricted
- The issue of destruction and social dislocation, caused by Allied bombing of Germany, had to be managed, e.g. competing agencies wanting resources
- The need to maintain industrial and agricultural production during the war resulted in the significant drafting of women into the workplace, e.g. armaments factories, farms
- The issue of imminent defeat meant that, in the summer of 1944, the forced mobilisation of German society, *Volkssturm*, was introduced.

Question	
3 (a)	What impression does the author give about Nazi rule in the years 1933-39? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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- The author gives the impression that the Nazis did not have total control of German people.

This is shown by the following:

- The extract says that 'many Germans refused to give their total support'
- The language the author uses, including, 'told jokes', 'protested', 'complaining'
- The author has selected evidence that puts emphasis on the Nazis lack of control and ignored evidence that would show control, e.g. control of German workers was achieved through DAF, the use of the Police and Gestapo, concentration camps.

Question	
3 (b)	Explain **two** effects of the Second World War on the role of women in Germany. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

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

Indicative content

Relevant points may include:

- An effect was that the need to maintain industrial and agricultural production during the war resulted in the significant use of women in the workplace, e.g. armaments factories, farms
- An effect was that women were used to support the armed forces, e.g. telephone, telegraph and transmission operators, administrative clerks, and the military health service
- An effect was that women were used in anti-aircraft defence, e.g. as operators of listening equipment, operating projectors for anti-aircraft defence.

Question	
3 (c) (i)	'The main reason why the Treaty of Versailles was disliked by many Germans was that Germany had to pay reparations.' How far do you agree? Explain your answer. You may use the following in your answer: • reparations • the loss of land. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- Many Germans disliked that Germany was made financially liable for the cost of the war, e.g. reparations were set, in 1921, at £6,600m and this damaged Germany's ability to recover economically from the war
- Many Germans disliked that Germany had to immediately hand over all its merchant ships and a quarter of its fishing fleet, as well as build 200,000 tons of shipping for the Allies
- Many Germans disliked that Germany was forced to agree to paying reparations given the impact of the war had on their economy and were of the view that reparations were not affordable.

Relevant points which counter the statement may include:

- Many Germans resented the loss of land due to its economic importance, e.g. losing 20 per cent of coal production and 15 per cent of agricultural resources, and parts of its empire, which damaged its ability to rebuild after the war
- Many Germans hated that Germany lost land to Poland, e.g. large numbers of Germans now lived in Poland, beyond the control of the German government
- Many Germans hated that Germany was made fully responsible for starting the war, e.g. Article 231 blamed Germany for the war by stating 'war guilt', and this damaged Germany's international standing
- Germany's military capability was destroyed by the Treaty and left people in Germany feeling humiliated and vulnerable
- The demilitarisation of the Rhineland damaged Germany's ability to defend itself against France, e.g. the Ruhr Occupation.

Question	
3 (c) (ii)	'The main achievement of Stresemann, in the years 1924-29, was the Locarno Treaties.' How far do you agree? Explain your answer. You may use the following in your answer: • the Locarno Treaties • the Dawes Plan. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- 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
- Germany felt as if it was now a respected European nation as the Locarno Treaties admitted Germany into the League of Nations.

Relevant points which counter the statement may include:

- The Dawes Plan helped the German government pay its reparation debts to France, Great Britain and Belgium
- The Dawes Plan brought US loans into Germany's economy and this helped industry expand, which contributed to Germany's recovery
- Stresemann was successful in overcoming hyperinflation, with the introduction of a new currency, which helped to stabilise the German economy and aided recovery
- As a consequence of Stresemann's influence, the Weimar Republic actively encouraged economic growth and prosperity, e.g. growth of new industries and development of welfare benefits
- Stresemann's influence over the Reichstag did much to ensure that the Weimar Republic remained politically stable and assisted recovery.

Question	
3 (a)	What impression does the author give about protest in Germany in the years 1918-19? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

The author gives the impression that protest in Germany was not successful.

This is shown by the following:

- The extract says 'did not lead to the changes that workers wanted'
- The language the author uses, including 'uncoordinated', 'poorly organised', 'easily crushed'
- The author has selected evidence that is focused on the failure of protest and ignored some of the successes, e.g. protesters gained temporary control in Bavaria.

Question	
3 (b)	Explain **two** effects of the Great Depression on Germany in the years 1929-33. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that it led to a significant rise in unemployment in Germany, e.g. in 1929 it had been 1.3 million and by 1933 it was 6 million
- An effect was that it caused many German banks to go bankrupt, e.g. people rushed to withdraw their cash, causing banks to run out of cash
- An effect was that it increased the unpopularity of the Weimar Republic and many Germans gave their support to political parties on the far left and right, e.g. the Communists and the Nazis.

Question	
3 (c) (i)	'The most significant method of control used by the Nazis in Germany, in the years 1933-39, was the use of propaganda.' How far do you agree? Explain your answer. You may use the following in your answer: • propaganda • the Gestapo. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Nazis used propaganda to convey their message and positive image of the regime to ensure control of people's thinking, e.g. Nazi rallies at Nuremburg were attended by thousands, filmed and shown in cinema newsreels to many Germans
- The Nazi Ministry of propaganda ensured that its propaganda reached every part of society in order to maintain widespread control, e.g. it used new technology like radios, which were cheap and owned by many Germans
- The Nazis used propaganda to control the cultural life of German people, e.g. the Berlin Olympics, films, paintings all depicting the greatest of the Nazi regime and the Third Reich.

Relevant points which counter the statement may include:

- The police state operated through the Gestapo, e.g. a secret police force that arrested those who acted or spoke against the Nazis and imprisoned without trial
- The SS controlled state security services and carried out the Nazi policy of racial purification, e.g. they ran the concentration camps, which imprisoned political opponents, Jews and homosexuals
- The Nazis made sure that organisations that could influence the German people were controlled, e.g. the Church, DAF, education and youth
- The Nazis censored and controlled newspapers by making sure they did not publish views that were opposed to Nazi ideology, therefore, there was no free press in Germany
- The Nazis controlled and limited academic research, e.g. 3,000 professors were sacked, and any research was directed at Nazi projects, e.g. eugenics, weapons.

Question	
3 (c) (ii)	'The main reason for the weakening of the Third Reich, in the years 1939-45, was the growth of opposition to Hitler'. How far do you agree? Explain your answer. You may use the following in your answer: • opposition to Hitler • Allied bombing of Germany. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The authority of the Third Reich was weakened and undermined by military generals after 1940 e.g. the Kreisau Circle, Stauffenberg and the July Plot
- The authority of the Third Reich was challenged and weakened by those who opposed Nazi policies, e.g. the Edelweiss Pirates attacked members of the Hitler Youth; White Rose sought to disrupt the war effort
- The Third Reich was weakened by constant Communist opposition throughout the war years, e.g. Uhrig organised communist resistance cells and, by 1941, there were 89 factory cells in Berlin alone.

Relevant points which counter the statement may include:

- The damage to industrial infrastructure and social dislocation caused by the Allied bombing of Germany, weakened the Third Reich, e.g. civilian deaths in Cologne, Hamburg and Dresden, precision bombing crippled the Ruhr
- The changing policies towards the Jews, e.g. ghettos, concentration camps and the Final Solution, took up competing resources and weakened the Third Reich
- The Third Reich was weakened by partisan resistance in the occupied territories, which challenged its authority and vital resources were used to counter resistance groups
- The Third Reich's 'total war' mobilisation of the economy, e.g. rationing, had mixed success and resulted in a reduction of domestic support for the regime
- In its final months, the Third Reich lacked strong leadership, e.g. Hitler was rarely seen in public, which gradually weakened and eroded support for the Third Reich.

Question	
3 (a)	What impression does the author give about life on the German Home Front during the Second World War? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include:

The author gives the impression that life on the German Home Front was very harsh.

This is shown by the following:

- The extract says that bombs 'destroyed homes in Germany, forcing many Germans to live in cellars.'
- The language the author uses, including 'suffered', rat-infested', 'executed'
- The author has selected evidence that puts emphasis on the difficulties and hardship endured on the Home Front and ignored that German morale was not completely shattered and people's diet was reasonable until mid-1944.

Question	
3 (b)	Explain **two** effects of Nazi Party reorganisation, in the years 1924-28, on the Nazi Party. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that the reorganisation divided the Nazi Party into regions and this was crucial to the survival of the Nazi Party as it aided membership growth
- An effect was that, at the Bamberg Conference (1926), a new autocratic structure based around obedience to Hitler, e.g. Führerprinzip, was established, which gave the party a focus
- An effect was that at the Nuremberg conference (1927), unsuitable Gauleiters were replaced and this strengthened central party organisation and improved bureaucracy.

Question	
3 (c) (i)	'In the years 1919-23, the most significant challenge to the Weimar Republic came from the Spartacist uprising.' How far do you agree? Explain your answer. You may use the following in your answer: • the Spartacist uprising (1919) • the Kapp Putsch (1920). You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Spartacist uprising saw street demonstrations in Berlin, with newspaper officers being taken over, and the formation of a revolutionary committee, which proclaimed the end of the Ebert-Scheidemann government
- The revolutionary committee called on the workers of Berlin to stage a general strike and 500,000 workers poured into the centre of the city, protesting against the Weimar government and calling for elections
- The challenge from the Spartacists was such that the Weimar government needed the *Freikorps* to brutally crush it.

Relevant points which counter the statement may include:

- The early success of the Kapp Putsch significantly undermined the Weimar Republic in March 1920
- The attempted Munich Putsch (1923) by the Nazi Party had the support of opponents of the Weimar Republic, e.g. General Ludendorff
- The Weimar Republic was challenged by right-wing terror organisations who carried out over 300 political assassinations, including that of the Weimar politician Walter Rathenau
- The Weimar Republic faced the challenge of the restrictions imposed by the Treaty of Versailles, e.g. land loss, war guilt, military reduction
- The Weimar Republic faced the challenge of post-war economic problems, e.g. reparations and hyper-inflation.

Question	
3 (c) (ii)	'The Enabling Act was the main reason why the Nazis were able to set up a dictatorship in Germany in the years 1933-4.' How far do you agree? Explain your answer. You may use the following in your answer: • the Enabling Act (1933) • the death of President von Hindenburg (1934). You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The Enabling Act gave the Nazis the power to set up the dictatorship by passing laws that changed the constitution as they saw fit
- The Enabling Act effectively granted Hitler dictatorial powers by allowing him to make laws without consulting the Reichstag
- The Enabling Act gave Hitler power that he used to wipe out opposition, e.g. in May 1933 trade unions were banned, in July 1933 all political parties, except the Nazis, were made illegal.

Relevant points which counter the statement may include:

- The death of von Hindenburg (1934) allowed Hitler to combine the role of Chancellor and President into Führer, and enforce an oath of loyalty on the armed forces to the Nazi dictatorship
- Hitler was legally appointed Chancellor January 30, 1933, and this gave him the basis to begin the process of establishing a dictatorship, e.g. making deals with the army and big business
- Nazi Party policies had made them very popular, e.g. promises of restoring full employment, rearmament, which helped them ease their way in establishing a dictatorship
- The Reichstag Fire gave the Nazis a tactical and propaganda opportunity to get von Hindenburg to sign the Emergency Decree for the Protection of the German People, which suspended democratic freedoms
- The Night of the Long Knives (1934) saw Hitler purge the leadership of the SA and murder others, e.g. von Schleicher and Gregor Strasser, which cleared any opposition to the setting up of the dictatorship.

Question	
3 (a)	What impression does the author give about the Spartacist uprising in 1919? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include:

The author gives the impression that Spartacist uprising was poorly organised.

This is shown by the following:

- The extract says '…….they had no clear plan for seizing power.'
- The language the author uses, including 'hesitated', 'easily crushed'
- The author has selected evidence that puts emphasis on the failures in the planning of the uprising rather than the initial success shown in the attack on vital installations e.g. telegraph offices, police stations and the SPD headquarters.

Question	
3 (b)	Explain **two** effects of the Second World War on the German Home Front in the years 1939-45. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that there was significant drafting of women into the workplace, e.g. armaments factories, farms due to the need to maintain industrial and agricultural production during the war
- An effect was that food was rationed immediately war started in 1939. Meats and fats were soon in short supply, food consumption fell per person, and by 1941, the sale of cigarettes, soap, clothing and shoes were restricted
- An effect was that allied bombing campaigns had a direct impact on industrial production, e.g. workers were redirected to armaments production.

Question	
3 (c) (i)	'In the years 1923-28, the main reason for the growth of the Nazi Party was the impact of the Munich Putsch.' How far do you agree? Explain your answer. You may use the following in your answer: • Munich Putsch (1923) • Nazi Party reorganisation (1924-28). You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Munich Putsch led to Hitler's imprisonment where he considered how best to achieve power. He adopted parliamentary means to achieving power and this helped in the growth of the Party
- Hitler used the outcome of the Munich Putsch to get national publicity and sympathy for his ideas, which benefitted the Nazi Party
- The Munich Putsch led to a short-term ban on the Nazi Party, which drove the NSDAP underground and added to the aura of the Party. This contributed to growth in support and allowed them to win seats in the 1928 Reichstag elections.

Relevant points which counter the statement may include:

- Bouhler and Schwarz reorganised the Nazi Party by dividing it into regions and this was crucial to the growth of the Nazi Party
- The Nuremberg conference (1927), saw unsuitable Gauleiters replaced and this strengthened central party organisation and bureaucracy, which aided its growth
- Hitler's personal appeal ranged across different classes and in particular to the German youth, which aided the growth of the party.
- The Weimar Republic appeared weak to many Germans and unable to cope with the post war financial and economic crisis and this was exploited by the Nazis, which resulted in more support, which aided their growth.

Question	
3 (c) (ii)	'In the years 1933-39, the Nazi policies that had the greatest impact on German people were policies towards women.' How far do you agree? Explain your answer. You may use the following in your answer: • Nazi policies towards women • Nazi polices towards Catholics. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The Nazis brought women into line with their ideology by creating the Women's Front (*Frauenfront*), which replaced all existing women's organisations and promoted the traditional role of women
- In the years 1933-36, Nazi polices impacted women in work. e.g. nearly all 19,000 female civil servants in national and regional government lost their jobs, as did 15% of women teachers, and women could no longer be judges
- In 1933, marriage loans were offered on the grounds that newly-wed women would not work outside the home
- After 1937, Nazi economic policies meant that women were given increased employment opportunities.

Relevant points which counter the statement may include:

- Nazi policies allowed German Catholics religious freedom, as agreed by the Concordat of 1933, however, Catholic youth groups were harassed and disbanded, e.g. the Catholic Youth League
- The Nuremberg Laws seriously undermined the position of all Jews in Germany and set a precedent for later Nazi anti-Semitic policies
- Nazi policies towards the young, e.g. the Hitler Youth and education, indoctrinated them and gave them less independence and freedom
- Nazi policies towards workers, e.g. banning of the trade unions and their replacement with the German Labour Front, gave the Nazis greater control over workers.

Question	
3 (a)	What impression does the author give about the response of the Weimar government to the Great Depression? You **must** use Extract C to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content
Relevant points may include the following:

- The author gives the impression that the Weimar government failed to cope with the problems caused by the Great Depression.

This is shown by the following:

- The extract says that '…, which it found difficult to deal with.'
- The language the author uses, including 'little agreement', 'little was done', ''hunger chancellor''
- 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.

Question	
3 (b)	Explain **two** effects of the Reichstag Fire on the Nazi Party. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include the following:

- 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
- 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
- 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.

Question	
3 (c) (i)	'Hyperinflation was the main reason why the governments of the Weimar Republic had problems in the years 1919-23.' How far do you agree? Explain your answer. You may use the following in your answer: • hyperinflation • the Treaty of Versailles. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include the following:

- 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
- 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
- Hyperinflation made daily life in the Weimar Republic difficult for many as it created a situation whereby prices rose almost hour by hour.

Relevant points which counter the statement may include the following:

- 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
- 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
- Weimar governments had problems due to threats from the Left, e.g. the Spartacists
- The Weimar government had problems due to threats from the Right, e.g. the Kapp Putsch, the Munich Putsch.

Question	
3 (c) (ii)	'During the Second World War the most significant impact on the German Home Front came from Allied bombing.' How far do you agree? Explain your answer. You may use the following in your answer: • Allied bombing • rationing. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include the following:

- 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
- The Allied bombing campaigns resulted in significant civilian death and injury and infrastructure destruction, which impacted on morale, e.g. absenteeism
- Major cities, e.g. Dresden, suffered major attacks and were virtually destroyed.

Relevant points which counter the statement may include the following:

- 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
- 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
- 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
- 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.

Question	
3 (a)	What impression does the author give about the Weimar Constitution? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content
Relevant points may include the following:

- The author gives the impression that the Weimar Constitution was not liked by German people.

This is shown by the following:

- 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)	Explain **two** effects of the Allied bombing campaigns on Germany during the Second World War. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include the following:

- 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)	'In the years 1923-29, the main reason for the recovery of Germany was the Locarno Treaties.' How far do you agree? Explain your answer. You may use the following in your answer: • the Locarno Treaties (1925) • the *Rentenmark* (1923). You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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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)	'In the years 1933-39, it was Nazi education policies that had the most significant impact on the lives of the German people.' How far do you agree? Explain your answer. You may use the following in your answer: • Nazi education policies • Nazi policies to reduce unemployment. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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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	Mark scheme
8 (a)	What impression does the author give about the consequences of PW Botha's reforms? You **must** use Extract H to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that Botha's reforms had negative consequences.

This is shown by the following:

- The extract says that they 'did not work', and that they provoked opposition from a range of groups
- The language used by the author, including 'violently', 'horrific' and 'ungovernable'
- The author has selected evidence to show problems caused by the reforms, such as divisions amongst Black Africans.

Question	Mark scheme
8 (b)	Explain **two** effects of the Pass System on the black population. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- Pass laws restricted the majority of Black Africans from leaving the reserves
- The enforcement of pass laws created resentment amongst Black Africans, e.g. regular confrontations with police over issues such as stop and search
- Legal enforcement of pass laws led to around three million people being given criminal convictions.

Question	Mark scheme
8 (c) (i)	'In the years 1955–78, the ANC provided the most significant resistance to apartheid.' How far do you agree? Explain your answer. You may use the following in your answer: • the ANC • Black Consciousness. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

Indicative content

Relevant points which support the statement may include:

- 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
- 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
- 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
- The ANC had success in recruiting members after the Soweto Uprising of 1976, e.g. those joining training camps in exile in Swaziland.

Relevant points which counter the statement may include:

- The ANC's shift to more militant resistance had limited direct impact on the apartheid regime, and leaders such as Nelson Mandela and Walter Sisulu were out of action after being found guilty in the Rivonia trial in 1964
- 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)
- Black Consciousness was significant in organising student and youth opposition to apartheid, e.g. the 1976 Soweto Youth Uprising
- Black Consciousness gave intellectual coherence to resistance, directly attacking acceptance of inferiority and rejecting ideas such as homelands.

Question	Mark scheme
8 (c) (ii)	'The main reason for the repeal of apartheid in 1991 was the role played by FW de Klerk.' How far do you agree? Explain your answer. You may use the following in your answer: • FW de Klerk • the impact of international opposition. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

Indicative content

Relevant points which support the statement may include:

- 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
- Building on previous secret talks with exiled leaders, de Klerk began formal negotiations between the government and the ANC, and later through CODESA and the MPNF, leading to the ratification of the new constitution in 1993
- 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.

Relevant points which counter the statement may include:

- De Klerk's actions were driven by circumstances, with the situation in South Africa having worsened, both in townships and in the impact on white South Africa, e.g. increased violence, the state of emergency, strikes, and government repression
- White South Africans increasingly came to see the regime as unfeasible in the long-term, e.g. despite media controls, they were aware of increasing problems in the townships and the lack of legitimacy of black allies in government

- The ANC played a significant role in demonstrating peaceful transition could be possible, e.g. it presented itself as a moderate party, absorbed many of the opposition supporters from the disbanded UDF and MDM, and worked closely with CONTRALESA
- The ending of the Cold War had an impact, insofar as it meant communist influence amongst opposition groups was perceived to be less of a threat, while also weakening implicit western support for South Africa as a bulwark against regional communism
- The impact of trade sanctions and disinvestment, along with the economic costs of maintaining the apartheid regime, had weakened the economy and contributed to elements of the government and white population recognising the need for change.

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

Marking instructions

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Indicative content

Relevant points may include:

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

This is shown by the following:

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

Question	Mark scheme
8 (b)	Explain **two** effects of de Klerk's reforms on South Africa. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- De Klerk lifted the ban on the ANC and PAC, leading to the end of the guerrilla war and the return of the majority of those in exile
- The release of prisoners, including Nelson Mandela and Walter Sisulu, strengthened the ANC's leadership and allowed Mandela to travel to coordinate the party and build support from governments abroad
- Increased tension over the future constitutional settlement led to increased political violence and deaths, e.g. Inkatha attacks on ANC supporters and Afrikaner Resistance Movement threats to assassinate Mandela.

Question	Mark scheme
8 (c) (i)	'The policies put forward by the Nationalists were the main reason why they took power in 1948.' How far do you agree? Explain your answer. You may use the following in your answer: • the policies put forward by the Nationalists • the electoral system. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

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

Relevant points which counter the statement may include:

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

Question	Mark scheme
8 (c) (ii)	'The most significant opposition to apartheid in the years 1978–90 came from church leaders.' How far do you agree? Explain your answer. You may use the following in your answer: • opposition from church leaders • the United Democratic Front (UDF). You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

Indicative content

Relevant points which support the statement may include:

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

Relevant points which counter the statement may include:

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

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

Question	
8 (a)	What impression does the author give about resistance to the Nationalist Government? You **must** use Extract H to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that resistance was increasing.

This is shown by the following:

- The extract says that they 'decided on a programme of action', and that there was increasing resistance from a range of groups
- The language used by the author, including 'common enemy', 'impatient' and 'fiery resistance'
- The author has selected evidence to show growing resistance, such as the rise of the Youth Leaders and the National Day of Protest, and has omitted their continued support amongst whites.

Question	
8 (b)	Explain **two** effects of the Bantu Self-Government Act (1959) on South Africa. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- The Bantu Self-Government Act (1959) contributed to the partition of South Africa into distinct homelands (Bantustans) for the eight African peoples, separate from that of white South Africans
- As a result of the Act, 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
- The Act contributed to divisions amongst the black population into different tribal and linguistic groups, as well as division between those such as Kaiser Matanzima, who welcomed self-government, and opponents such as Chief Victor Poto.

Question	
8 (c) (i)	(i) 'The main reason for the growth of resistance to apartheid, in the years 1955-78, was the development of Black Consciousness.' How far do you agree? Explain your answer. You may use the following in your answer: • Black Consciousness • Sharpeville. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

Indicative content

Relevant points which support the statement may include:

- Black Consciousness gave intellectual coherence to resistance, with its own distinct agenda, directly attacking acceptance of inferiority and rejecting ideas such as homelands, as well as definitions given by whites, e.g. Bantu and 'non-white'
- Under the leadership of Steve Biko, by the early 1970s the South African Students Association (SASO) had developed into a movement favouring direct confrontation
- Black Consciousness was significant in organising student and youth opposition to apartheid, e.g. the 1976 Soweto Youth Uprising
- Black Consciousness gave practical resistance by encouraging blacks to help themselves without dependence upon whites, establishing Black Community Programmes such as the Zanempilo Community Health Clinic.

Relevant points which counter the statement may include:

- Sharpeville marked a shift in resistance, as the newly formed Pan-African Congress aimed to escalate anti-pass law demonstrations, hoping to collapse the system with mass arrests in a particularly politicised area
- The reaction of the authorities to civil disobedience such as Sharpeville and Langa, and the violent reprisals protestors faced, prompted international criticism and the establishment of more militant groups such as MK (Spear of the Nation)
- 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
- 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.

Question	
8 (c) (ii)	'The main consequence of Botha's reforms was the increase in Afrikaner resistance.' How far do you agree? Explain your answer. You may use the following in your answer: • Afrikaner resistance • the State of Emergency. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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

Indicative content

Relevant points which support the statement may include:

- The reforms led to a split in the Nationalist Party, with the creation of the Afrikaner Conservative Party, which saw the reforms as a threat to white minority rule, gaining sufficient support to become the official opposition to the Nationalists
- The 1987 election saw the Conservative Party gain 37 per cent of the Afrikaner vote, in response to concerns amongst the white population over the impact of Botha's reforms had, e.g. the decline in their standard of living, the end of the colour bar
- The AWB used Botha's reforms as a rallying point, speaking out against the lifting of restrictions, committing acts of violence against non-whites, and growing in support to number 5-7 per cent of the white population.

Relevant points which counter the statement may include:

- The reforms provoked rioting and township unrest, and ultimately led to the necessity of the State of Emergency being declared in 1985
- Botha's reforms led to the increased political involvement of blacks in local politics, e.g. the establishment of urban councils, as well as increased investment in townships
- Botha's reforms provoked a negative reaction amongst some urban blacks, e.g. there was tension created as a result of the powers devolved to urban councils and the subsequent rent rises, or accusations of councillors being 'sell outs'
- The UDF was formed in response to Botha's reforms, and thus the reforms unintentionally promoted united opposition amongst Indians, coloureds, and blacks
- The deteriorating situation created by the failed attempt at reform led to Botha's government bypassing much of the recently established constitutional changes, and thus led to an increased police and military presence in South Africa.

Question	
8 (a)	What impression does the author give about Verwoerd's policies? You **must** use Extract H to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that Verwoerd's policies were seriously misguided

This is shown by the following:

- The extract says that the policies were geared towards creating segregated living areas which would have a negative impact on the South African economy, and treated blacks as second-class citizens
- The language used by the author, including 'astonishingly narrow-minded', 'obvious unfairness' and 'refused to face realities'
- The author has selected evidence to show the aspects of Verwoerd's policies which were unrealistic and negative, and does not include how self-government was positively received by some chiefs.

Question	
8 (b)	Explain **two** effects of the anti-pass law demonstrations (1959) on South Africa. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

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

Indicative content

Relevant points may include:

- As a result of the demonstrations against the pass laws, the government introduced a state of emergency in March 1960, and banned parties such as the ANC and PAC
- Examples of civil disobedience that resulted from the pass law demonstrations, such as Sharpeville and Langa, and the violent reprisals they faced, prompted international criticism of the South African regime
- The establishment of more militant groups such as MK (Spear of the Nation) and Poqo (the armed wing of the PAC) resulted from the reaction of the authorities against the anti-pass law demonstrations.

Question	
8 (c) (i)	(i) 'The main reason why resistance to apartheid developed, in the years 1948-54, was hostility to the Group Areas Act.' How far do you agree? Explain your answer. You may use the following in your answer: • the Group Areas Act (1950) • the Population Registration Act (1950). You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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

Indicative content

Relevant points which support the statement may include:

- 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 blacks 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 Population Registration Act 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 Prohibition of Mixed Marriages Act (1949) created opposition as it made it illegal for people of different races to marry
- The tightening up of the pass system created resentment, e.g. regular confrontations with police over issues such as stop and search, and three million people being given criminal convictions
- Measures by the Nationalist Party, intended to perpetuate their own political domination, created resentment, as they rode roughshod over the previous constitutional settlement and disenfranchised Coloured people.

Question	
8 (c) (ii)	'The most significant individual in dismantling apartheid, in the years 1990-94, was Nelson Mandela.' How far do you agree? Explain your answer. You may use the following in your answer: • Nelson Mandela • FW de Klerk. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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

Indicative content

Relevant points which support the statement may include:

- Nelson Mandela had been promoted as the crucial figure by anti-apartheid movements globally and, by 1990, was recognised as the icon of the new South Africa, both domestically and internationally
- 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 agreement being signed in November 1993.

Relevant points which counter the statement may include:

- 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
- 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 he was 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.

Question	
8 (a)	What impression does the author give about the case against those on trial for treason? You **must** use Extract H to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that the case was weak

This is shown by the following:

- The extract says that all of those accused were released
- The language used by the author, including 'lacked evidence' and 'unfairly accused'
- The author has selected evidence to show that the case was not substantiated by evidence, but has not included evidence to show that some of those involved were communists.

Question	
8 (b)	Explain **two** effects of the Bantu Education Act (1953) on South Africa. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- The Bantu Education Act (1953) brought black education fully under the control of the government
- The Act forced different standards on black and white schools, e.g. black pupils were taught in ethnic languages, and prepared for more limited roles in life after school
- The Act extended education to all African children, increasing literacy and numeracy levels.

Question	
8 (c) (i)	(i) 'The main consequence of the Nationalist Party's victory in the 1948 elections, in the years before 1953, was geographical segregation.' How far do you agree? Explain your answer. You may use the following in your answer: • geographical segregation • prohibitions on mixed marriages. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The Nationalist Party victory led to an increased emphasis on the notion of 'separate development', which aimed to diminish the rights of non-whites in white-controlled areas, alongside promising greater rights in self-governing areas
- The Nationalist victory led to the introduction of the Group Areas Act (1950), which gave the authorities the power to declare areas as 'white only' and move blacks out of chosen areas
- After victory in the 1948 election, the Nationalist Party sought to gain support for geographical segregation from African chieftains, e.g. the Bantu Authorities Act (1951) established the basis for tribal self-determination and reserves.

Relevant points which counter the statement may include:

- The Nationalist Party victory resulted in policies that were essentially built on existing geographical segregation, making it more systematic
- As a result of the Nationalist victory, all South Africans were classified and forced to register as members of a particular racial group – under the Population Registration Act (1950)
- Relations between people of different races were forbidden as a result of the Nationalist Party victory, with the introduction of the Prohibition of Mixed Marriages Act (1949) and the Immorality Act (1950)
- Through the Abolition of Passes Act (1952), the Nationalist Party victory led to increased restrictions on the movement and employment of black South Africans, also resulting in increased friction between blacks and the police
- The Nationalist Party victory resulted in increased resistance to the South African regime, e.g. the rise of the Youth Leaguers within the ANC, and the National Day of Protest in 1950.

Question	
8 (c) (ii)	(ii) 'The main reason why apartheid was reformed in the years 1978-91 was the roles of the individual presidents, PW Botha and FW de Klerk.' How far do you agree? Explain your answer. You may use the following in your answer: • PW Botha and FW de Klerk • international opposition to apartheid. You must also use information of your own **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- Botha's believed South Africa faced a 'total onslaught', and thus he brought reform as a crucial aspect of his response as an attempt win internal support, e.g. allowing urban blacks to buy property, or the relaxation of the colour bar and the Pass Laws
- Botha contributed to reform, as his leadership gave hope to anti-apartheid groups that the government was weakening – they triggered protests in the mid-1980s, encouraged radicals within the ANC and Inkatha, and new movements to form, such as the UDF
- 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
- Building on previous secret talks with exiled leaders, de Klerk began formal negotiations between the government and the ANC, and later through CODESA and other negotiations, leading to the ratification of the new constitution in 1993.

Relevant points which counter the statement may include:

- International pressure and economic action against apartheid began prior to PW Botha's reforms, e.g. the impact of sanctions and disinvestment, weakened the economy and led to elements of the government and white population recognising the need for change
- Church leaders were vocal opponents throughout the 1980s, encouraging opposition and creating pressure for reform through leadership of groups such as the UDF, and activities such as mass rallies
- Reform resulted from the obvious failings of apartheid, e.g. white South Africans came to see the regime as unfeasible in the long-term, with growing awareness of problems in the townships and the lack of legitimacy of black allies in government
- The ANC played a significant role in demonstrating peaceful transition could be possible, e.g. it presented itself as a moderate party, absorbed many of the opposition supporters from the disbanded groups such as the UDF, and worked closely with traditional leaders.

Question	
8 (a)	What impression does the author give about the National Party's campaign in the 1948 election? You **must** use Extract H to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content

Relevant points may include:

The author gives the impression that the National Party's campaign increased racial division.

This is shown by the following:

- The extract says that they encouraged fear
- The language used by the author, including 'flooding', 'black danger' and 'racial issue was growing more intense'
- The author has selected evidence to show that the National Party played upon existing racial issues, and has not included examples of other policies they proposed.

Question	
8 (b)	Explain **two** effects of Nelson Mandela on South Africa in the years 1990-94. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- Nelson Mandela had been promoted as the crucial figure by anti-apartheid movements globally and thus gave weight to the reform of apartheid, being recognised as the icon of the new South Africa, both domestically and internationally
- Mandela met regularly with government members in the years immediately prior to his release, and his role in the negotiations to lift the ban on outlawed parties such as the ANC was influential
- Mandela was influential in steering the reform of apartheid through difficult patches, such as the violence in Bisho and Natal, holding a fragile array of interests together, and working with de Klerk towards the ratification of the interim constitution.

Question	
8 (c) (i)	(i) 'The most significant aspect of the development of the apartheid system in the years 1950-59 was the Population Registration Act (1950).' How far do you agree? Explain your answer. You may use the following in your answer: • the Population Registration Act (1950) • the Bantu Self-Government Act (1959). You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Population Registration Act (1950) underpinned the whole system of apartheid, forcing all individual South Africans into a particular racial category, creating the distinctions between Whites, Blacks and Coloureds
- The Population Registration Act 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 Population Registration Act led to the state compiling a raft of data on millions of South Africans, recording details such as photographs and fingerprints, and was fundamental to the operation of laws such as the Prohibition of Mixed Marriages Act.

Relevant points which counter the statement may include:

- The Group Areas Act (1950) reduced the rights of black South Africans by taking away the right to own property, which black people had been given in certain urban areas. Under the excuse of 'slum clearance', these people were relocated many miles away
- The Group Areas Act affected about 600 000 people, especially those designated as 'Coloured' and 'Indian'. In Cape Town alone, over 30 000 'Coloured' people were relocated over the next 25 years
- The Bantu Education Act (1953) brought black education under the control of the government, and forced different standards on black and white schools, e.g. black pupils were taught in ethnic languages, and prepared for life on homelands, not cities
- The Separate Amenities Act (1953) designated public spaces and services as being reserved for 'Europeans' and 'Non-Europeans', with inferior provision for the latter
- The Bantu Self-Government Act (1959) contributed to the partition of South Africa into distinct homelands (Bantustans) for the eight African peoples, and contributed to divisions amongst the black population.

Question	
8 (c) (ii)	'The reforms of PW Botha were the main reason why unrest increased in South Africa in the years 1978-90.' How far do you agree? Explain your answer. You may use the following in your answer: • Botha's reforms • international opposition to apartheid. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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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 which support the statement may include:

- Botha's reforms gave hope to anti-apartheid groups that the government was weakening – they triggered a wave of protest in the mid-1980s, encouraged radicals within the ANC and Inkatha, and new movements to form, such as the UDF
- Botha's reforms created divisions amongst white conservatives, and led to the development and increasing militancy and violence of white paramilitary groups, such as the AWB
- Botha's reforms provoked a negative reaction amongst some urban blacks, e.g. there was tension created as a result of the powers devolved to urban councils and the subsequent rent rises, or accusations of councillors being 'sell outs'
- The reforms provoked rioting and township unrest, and ultimately led to the necessity of the State of Emergency being declared in 1985.

Relevant points which counter the statement may include:

- International pressure and economic action against apartheid began prior to PW Botha's reforms, e.g. US firms such as General Motors had agreed to ensure equality amongst their workforce in South African factories
- Increased international condemnation and trade sanctions coordinated by the UN helped trigger the financial crisis of 1985, which created unrest as it increased black unemployment and hit white incomes
- Church leaders such as Bishop Desmond Tutu, Rev Allan Boesak and Frank Chikane were vocal opponents throughout the 1980s, encouraging opposition through leadership of groups such as the UDF, and activities such as mass rallies
- The evident weakening of the regime, its repressive reaction and the development of rival factions opposed to apartheid, led to a vicious cycle of unrest, e.g. between the ANC and AZAPO in Soweto in 1985, and the UDF and Inkhata in Natal.

Question	
8 (a)	What impression does the author give about de Klerk's abandoning of apartheid? You **must** use Extract H to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

- The author gives the impression that abandoning apartheid was forced on de Klerk

This is shown by the following:

- The extract says that the de Klerk's background was one of someone who would not by nature want to abandon apartheid
- The language used by the author, including 'strong believer', 'yet… drastic changes' and 'deep trouble'
- The author has selected evidence to show that de Klerk was motivated by desperate circumstances, and has not included other reasons, such as his respect for Mandela.

Question	
8 (b)	Explain **two** effects of PW Botha's reforms on South Africa. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that Botha's reforms led to the increased political involvement of blacks in local politics, e.g. the establishment of urban councils, as well as increased investment in townships
- An effect was that the reforms provoked rioting and township unrest, and ultimately led to the necessity of the State of Emergency being declared in 1985
- An effect was that the reforms led to a split in the Nationalist Party, with the creation of the Afrikaner Conservative Party gaining sufficient support to become the official opposition to the Nationalists.

Question	
8 (c) (i)	'The most significant development in the apartheid system, in the years 1948-54, was geographical segregation.' You may use the following in your answer: • Geographical segregation • the Population Registration Act (1950). You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- From 1948, the Nationalist Party set about policies, which saw a significant shift, with the explicit aim of moving blacks to the reserves, and excluding them from white areas completely
- The Pass Laws restricted the majority of Black Africans from leaving the reserves, created significant resentment amongst Black Africans, and led to around three million people being given criminal convictions
- The Group Areas Act (1950) affected around 600,000 people, leading to Black South Africans and those designated as 'Coloured' and 'Indian' being relocated, often far away from their original homes in urban areas
- The Bantu Authorities Act (1951), was a significant development in geographical segregation, establishing homelands according to ethnic groups, under the control of cooperative tribal leaders.

Relevant points which counter the statement may include:

- The Population Registration Act (1950) underpinned the whole system of apartheid, forcing all individual South Africans into a particular racial category, creating the distinctions between Whites, Blacks and Coloureds
- The Population Registration Act 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
- Laws such as the Prohibition of Mixed Marriages Act (1949) and the Immorality Amendment Act (1950) were significant in restricting marriage and personal relations between whites and non-whites
- The Bantu Education Act (1953) brought black education under the control of the government, and forced different standards on Blacks and Whites, e.g. black pupils were taught in ethnic languages.

Question	
8 (c) (ii)	'The main reason why the apartheid system came under threat, in the years 1955-78, was international opposition.' How far do you agree? Explain your answer. You may use the following in your answer: • international opposition • the ANC. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Challenges to apartheid from international opposition grew as figures such as the exiled ANC leader Oliver Tambo had significant success in recruiting opposition against the South African regime, e.g. at the UN in the 1960s
- The UN undermined the international credibility of the apartheid regime, e.g. it condemned apartheid in the 1950s, proposed economic sanctions from 1962, continued to criticise apartheid and expelled South Africa in 1974
- International opposition groups such as the Anti-apartheid Movement (AAM) had success in raising opposition and organising boycotts that damaged the regime's standing, and led to South Africa's increasing cultural isolation during the 1970s
- Attempts to organise economic sanctions had success in challenging apartheid in the 1970s, e.g. the World Council of Churches disinvested in South Africa in 1972, as did some US universities, and trade union movements promoted opposition.

Relevant points which counter the statement may include:

- The ANC made a significant contribution to the challenge to the system of apartheid by providing organisation to opposition, e.g. the Congress of the People and the 1957 bus boycott, and its Freedom Charter served as a programme of demands
- Even in exile, the ANC had significant success in recruiting members who worked against apartheid after the Soweto Uprising of 1976, e.g. those joining training camps in exile in Swaziland
- Examples of civil disobedience, such as Sharpeville and Langa, and the violent reprisals they faced, prompted international criticism and the establishment of groups such as Spear of the Nation, which offered a militant challenge to apartheid
- Black Consciousness was significant in organising student and youth opposition to apartheid, which threatened the regime, e.g. the 1976 Soweto Youth Uprising.

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

Marking instructions

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Indicative content

Relevant points may include:

- The author gives the impression that unrest was growing.

This is shown by the following:

- The extract says that rebels aimed to make the country ungovernable and that conflict was growing
- The language used by the author, including 'spreading nationally', 'ungovernable' and 'terrifying incident'
- The author has selected evidence to show the growing violence in the townships and has not included how Botha's government had brought the unrest under some degree of control by 1986.

Question	
8 (b)	Explain two effects of the Nationalist election victory in 1948 on South Africa. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- As a result of the Nationalist victory, geographical segregation was increased and formalised, e.g. the Group Areas Act (1950), gave the authorities the power to declare areas as 'white only' and move blacks out of chosen areas
- The Nationalist Party victory led to an increased emphasis on the notion of 'separate development', reducing the rights of non-whites in white-controlled areas, alongside promising greater rights in self-governing areas
- The Nationalist victory led to tribal chieftains being given greater authority in order to gain support for geographical segregation, with the Bantu Authorities Act (1951) establishing the basis for tribal self-determination and reserves.

Question	
8 (c) (i)	'The main reason for the growth of resistance to apartheid in the years 1955-78 was the work of the ANC.' You may use the following in your answer: • the ANC • Sharpeville. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The ANC contributed to growing resistance through the organisation they brought to opposition in the years from 1955, e.g. the Congress of the People and the 1957 bus boycott
- The ANC's Freedom Charter helped further resistance as it served as a programme of demands, calling for rights such as the vote, the freedom to associate and equality before the law
- 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
- The ANC helped increase resistance through the success it had in recruiting members after the Soweto Uprising of 1976, e.g. those joining training camps in exile in Swaziland.

Relevant points which counter the statement may include:

- Sharpeville marked a shift in resistance, as the newly formed Pan-African Congress aimed to escalate anti-pass law demonstrations, hoping to collapse the system with mass arrests in a particularly politicised area
- The violent reprisals protestors faced in examples of civil disobedience such as Sharpeville and Langa led to the establishment of more militant groups such as MK (Spear of the Nation), and prompted international criticism of apartheid
- Black Consciousness contributed to the growth in resistance through its efforts in organising youth opposition to apartheid, e.g. the 1976 Soweto Youth Uprising
- Black Consciousness gave practical resistance by encouraging blacks to help themselves without dependence upon whites, establishing Black community programmes such as the Zanempilo Community Health Clinic.

Question	
8 (c) (ii)	'FW de Klerk made the most significant contribution to the dismantling of apartheid in the years 1990-94.' How far do you agree? Explain your answer. You may use the following in your answer: • FW de Klerk • the ANC. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- 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 significant steps to steer the negotiating process through difficulties, e.g. signing the Record of Understanding to restart negotiations with the ANC
- De Klerk was able to overcome opposition, e.g. his success in gaining 68% of support in the 1992 referendum demonstrated support amongst whites for moves towards ending apartheid.

Relevant points which counter the statement may include:

- The ANC played a significant role in demonstrating peaceful transition could be possible, e.g. it presented itself as a moderate party, absorbing many from the disbanded UDF and MDM, and worked closely with CONTRALESA
- The ANC made a significant contribution in its willingness to restart talks in March 1993 to overcome problems such as continued violence
- Nelson Mandela was widely seen as the icon of the new South Africa, met with government members prior to his release, helped negotiate the lifting of the ban on outlawed parties and was personally crucial in steering reforms through difficulties
- 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
- Other individuals made significant contributions, e.g. Joe Slovo formulated solutions such as power-sharing, which reassured Nationalists in talks in 1993, and Cyril Ramaphosa helped carry trade unionist support or negotiations.

Question	
8 (a)	What impression does the author give about the Nationalist victory of 1948? You **must** use Extract H to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

- The author gives the impression that the Nationalists unexpectedly gained power.

This is shown by the following:

- The extract says that the Nationalists had never formed a government before and it was a shock result
- The language used by the author, including 'shock', 'fully controlled' and 'sense of surprise'
- The author has selected evidence to show that it was unexpected that the Nationalists would gain full control but has not included how many whites were already expecting apartheid.

Question	
8 (b)	Explain **two** effects of Hendrick Verwoerd's policies on South Africa. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of Verwoerd's policies was that the Bantu Education Act he introduced brought black education under government control and forced different standards on black and white children
- An effect of Verwoerd's policies was that, as Prime Minister from 1958, they led to the creation of Bantu national units (Bantustans), as a result of the Bantu Self-Government Act 1959
- An effect of the policies of Hendrick Verwoerd was that they led to increased international isolation and condemnation, e.g. leaving the Commonwealth, the start of sporting isolation, and UN condemnation.

Question	
8 (c) (i)	'The main reason why the State of Emergency was put in place, in the years 1985-90, was PW Botha's policies.' How far do you agree? Explain your answer. You may use the following in your answer: • PW Botha • township unrest. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Botha's reforms gave hope that the government was weakening and triggered a wave of protest in the mid-1980s from more radical anti-apartheid groups, contributing to the unrest that prompted the State of Emergency
- Botha's reforms provoked tension in urban areas, e.g. the devolved powers meant councils were blamed for the subsequent rent rises and councillors were attacked for being 'sell outs', prompting the unrest that resulted in the State of Emergency
- Botha's reforms created divisions, which led to the development and increasing militancy and violence of white paramilitary groups, such as the AWB
- Botha's increasing use of the State Security Council, bypassing the reformed Parliament in favour of the military, police and government officials, added to opposition and unrest that resulted in the State of Emergency.

Relevant points which counter the statement may include:

- Growing township unrest occurred with rivalry between different groups, e.g. the UDF and Inkatha in Natal/KwaZulu, and violence between ANC and AZAPO in Soweto in 1985, prompting the need for the State of Emergency
- Protests borne out of a range of issues pre-dating Botha grew, e.g. the Vaal Triangle uprising 1984-85 originated with school boycotts, then anti-corruption protests and rent strikes, with the police calling in the army, leading to the State of Emergency
- The police response to demonstrations saw an escalating spiral of unrest, e.g. violence met with violence, the use of 'instant constables' added to tensions, and riots spread elsewhere, necessitating the State of Emergency
- Commissions intended to improve conditions were indirectly responsible for the State of Emergency, e.g. the Wiehahn reforms led to more strikes and unrest, whilst the Riekert reforms increased tension between urban dwellers and homeland 'outsiders'.

Question	
8 (c) (ii)	'The most significant act undertaken in the dismantling of apartheid, in the years 1990-94, was the release of Nelson Mandela.' How far do you agree? Explain your answer. You may use the following in your answer: • Nelson Mandela • repeal of apartheid laws. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Mandela's speech on release in February 1990 was significant, with clear demands over the steps necessary in order for subsequent negotiations to take place, e.g. the ending of the State of Emergency, the release of all political prisoners
- Mandela's release saw him become the figurehead of the ANC in negotiations with de Klerk's government, e.g. by August 1990 he had replaced Oliver Tambo as the official leader of the ANC
- Mandela's release was crucial as he was sufficiently regarded by both opponents of apartheid and the authorities to facilitate the dismantling, e.g. his relationship with de Klerk during negotiations helped steer these through difficult patches.

Relevant points which counter the statement may include:

- Despite Mandela's prestige, he was unable to completely quell violence and control young militants
- The unbanning of the ANC was a crucial measure, as it encouraged opponents to engage with the authorities in negotiating by legitimising the most significant long-term opposition group
- Repealing apartheid laws, such as the Separate Amenities Act and Group Areas Act, demonstrated the commitment of the Nationalist government to reform apartheid, and provided immediate tangible gains to non-white South Africans
- The Referendum of March 1992 was a significant measure as, by showing that 68% of whites supported de Klerk's approach, it weakened the voices of white opponents who disagreed with the process of dismantling apartheid
- Measures proposed by other individuals were significant, e.g. Joe Slovo's contribution to propose that the new constitution should include a power-sharing system and a jobs guarantee for civil servants overcame a major stumbling block in talks.

Question	
8 (a)	What impression does the author give about the situation facing the faced by the ANC after it was unbanned in 1990? You **must** use Extract H to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

- The author gives the impression that the ANC faced significant problems.

This is shown by the following:

- The extract says that ANC was weak and struggled to gain support in the face of militant demands and violent opposition
- The language used by the author, including 'tiny, secret membership', 'failed significantly', 'struggled to control' and 'regularly attacked'
- The author has selected evidence to show the difficulties faced by the ANC but has not included the various successes the ANC had under Mandela.

Question	
8 (a)	What impression does the author give about the impact the Bantustans had on South Africans? You **must** use Extract H to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

- The author gives the impression the impact of the Bantustans was increased economic inequality.

This is shown by the following:

- The extract says that the leaders and ruling class 'did well', but that life for the rest was difficult
- The language used by the author, including 'tremendous incentives', 'big salaries', 'plentiful opportunities' and 'was tough, with poverty, disease and malnutrition'
- The author has selected evidence to show that the Bantustans led to economic inequality, but has not included the ethnic segregation that took place.

Question	
8 (b)	Explain **two** effects of Nelson Mandela's release from prison in 1990 on South Africa. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of Nelson Mandela's release was that it established clearly what the necessary steps were for subsequent negotiations to take place, e.g. his speech upon release called for the State of Emergency to end and political prisoners to be released
- An effect of Nelson Mandela's release was that it saw him become the figurehead of the ANC in negotiations with de Klerk's government, e.g. by August 1990 he had replaced Oliver Tambo as the official leader of the ANC
- An effect of Mandela's release was that the regard he was held in by both opponents of apartheid and the authorities helped facilitate the dismantling of apartheid.

Question	
8 (c) (i)	'The main reason for the Nationalist victory in the election of 1948 was that they proposed to introduce apartheid.' How far do you agree? Explain your answer. You may use the following in your answer: • apartheid • the United Party. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Nationalist Party's manifesto and party policies outlined broad proposals for apartheid which successfully established the Nationalists as the party of Afrikaner Unity (volkseenheid)
- The Nationalist Party's apartheid proposals promised to reverse the flood of black migrants that won support amongst white workers who feared being undercut by an influx of cheap labour
- The Nationalist Party's proposals for apartheid appealed to farmers who feared labour shortages created by black migration to the cities by promising to retain the Pass System
- The Nationalist Party's apartheid proposals appealed to white South Africans as they promised to contain the growth of radicalism that had grown in influence through the trade unions and ANC.

Relevant points which counter the statement may include:

- HNP (Nationalist Party) proposals other than apartheid had appeal, e.g. the party moderated its previously fierce republicanism, winning over some more moderate Afrikaners who had previously supported other parties
- The decline in the vote for the United Party (down from 89 seats in 1943 to 65 in 1948) was partly a result of their unpopular associations with mining capital and the support Smuts gave Britain during the Second World War
- Successful smears used against the United Party contributed to their loss, e.g. slogans such as 'Vote against Hofmeyr and save South Africa from Ruin' (Jan Hofmeyr was expected to replace Smuts) or highlighting Smuts' wartime alliance with Stalin
- The inefficient distribution of the United Party's votes meant many were effectively wasted, as they stacked up large majorities in urban areas, whereas the Nationalists tended to win more rural constituencies with much narrower majorities.

Question	
8 (c) (ii)	'The most significant feature of Botha's rule in South Africa (1978-90) was the increase in violent resistance.' How far do you agree? Explain your answer. You may use the following in your answer: • the increase in violent resistance • Botha's reforms. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Township unrest came to be a significant and destabilising force in South Africa, with resistance fuelling rivalry between different groups, e.g. the UDF and Inkatha in Natal/KwaZulu, and violence between ANC and AZAPO in Soweto in 1985
- There was significant resistance to Botha's attempts to reform apartheid from radical Afrikaner groups, e.g. AWB committed acts of violence and were supported by around 5-7 per cent of the white population
- The high levels of violence and instability seen were significant in that they led to the state of emergency being declared, and contributed to the withdrawal of international investment and the 1985 financial crisis
- The significance of resistance is seen in how the police response to demonstrations saw an escalating spiral of unrest, e.g. violence met with violence and riots spread elsewhere, vigilantism grew, and the State of Emergency was ultimately required.

Relevant points which counter the statement may include:

- Botha's reforms were significant in that they led to the increased political involvement of blacks in local politics, e.g. the establishment of urban councils, as well as increased investment in townships
- Botha's reforms were significant in provoking a negative reaction amongst some urban blacks, e.g. there was tension over the powers devolved to urban councils and the subsequent rent rises, or accusations of councillors being 'sell outs'
- Economic issues were a significant feature of the 1980s, e.g. spending on security forces saw taxes increase, high unemployment posed a significant problem, and trade sanctions coordinated by the UN helped trigger the financial crisis of 1985
- Increasing non-violent resistance was significant, e.g. the formation of the UDF in 1983, in response to Botha's reforms, demonstrated increasing unified opposition amongst Indians, coloureds, and blacks.

Question	
8 (a)	What impression does the author give about the impact of international boycotts and sanctions on South Africa? You **must** use Extract H to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include:
The author gives the impression the boycotts and sanctions had a severe impact on South Africa.

This is shown by the following:

- The extract says that the measures taken by international businesses hurt the South African currency, commerce and South African consumers
- The language used by the author, including 'value of the rand sank', 'fell sharply' and 'in a major way'
- The author has selected evidence to show that the boycotts and sanctions had a major impact but has not included how significant international trade continued.

Question	
8 (b)	Explain **two** effects of the Bantu Self-Government Act (1959) on South Africa. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- 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 that of white South Africans
- An effect of the 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 caused division between those such as Kaiser Matanzima, who welcomed self-government, and opponents such as Chief Victor Poto, as well as divisions amongst different tribal and linguistic groups.

Question	
8 (c) (i)	'The main reason for resistance to the Nationalist Government, in the years 1948-54, was the Population Registration Act (1950).' How far do you agree? Explain your answer. You may use the following in your answer: • Population Registration Act (1950) • Group Areas Act (1950). You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Population Registration Act was a cause of resistance as it formed the basis for much of the rest of the apartheid programme, categorising South Africans in order that they could be separated
- The Population Registration Act created resistance as it led to increased official administration and monitoring, with a national register, crude tests used to determine racial categories, and a slow appeals process (with few successful appeals)
- The Population Registration Act provoked significant opposition amongst Cape Coloureds, as it prevented them from claiming white status as generations of mixed marriages made such classification near impossible.

Relevant points which counter the statement may include:

- The Group Areas Act (1950) provoked significant hostility as it forced the segregation of races, allowing authorities to designate specific areas upon racial lines
- The Group Areas Act resulted in united opposition from the ANC, South African Indian Congress and the Coloured People's Congress, which jointly lobbied DF Malan to request repeal of it and other laws
- The Prohibition of Mixed Marriages Act (1949) created opposition as it made it illegal for people of different races to marry
- 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)	'In the years 1955–78, Black Consciousness provided the most significant resistance to apartheid.' How far do you agree? Explain your answer. You may use the following in your answer: • Black Consciousness • ANC. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Black Consciousness was significant in organising student and youth opposition to apartheid, e.g. the 1976 Soweto Youth Uprising
- Black Consciousness gave intellectual coherence to resistance, directly attacking acceptance of inferiority and rejecting ideas such as homelands, e.g. use of the word 'black' as opposed to the negative 'non-white' typically seen on signage
- Black Consciousness proved particularly significant as an alternative means of organisation whilst groups such as PAC were banned, e.g. with SASO, and in increasing the emphasis on the need for black people to liberate themselves
- The ANC's shift to more militant resistance had limited direct impact on the apartheid regime, and leaders such as Nelson Mandela and Walter Sisulu were out of action after being found guilty in the Rivonia trial in 1964.

Relevant points which counter the statement may include:

- 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
- 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
- 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)
- International opposition groups, such as the Anti-apartheid Movement (AAM), had success in raising opposition and organising boycotts that damaged the regime's standing and led to South Africa's increasing cultural isolation during the 1970s.

Question	
8 (a)	What impression does the author give about the impact of the Group Areas Acts on South Africa? You **must** use Extract H to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include:
The author gives the impression the Group Areas Acts had a harmful impact on South Africa.

This is shown by the following:

- The extract says that the Group Areas Acts eradicated urban communities where 'Coloured, Indian and African people' lived and worked
- The language used by the author, including 'force out', 'cruelties' and 'harsh urban changes'
- The author has selected evidence to show the harmful impact that the Group Areas Acts had but has not included the economic gains by white dwellers who took over property in South African cities.

Question	
8 (b)	Explain **two** effects of Black Consciousness on South Africa. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect of Black Consciousness was that it contributed to the organising of student and youth opposition to apartheid, e.g. the 1976 Soweto Youth Uprising
- An effect of Black Consciousness was that it gave intellectual coherence to resistance, directly attacking acceptance of inferiority and rejecting ideas such as homelands, e.g. use of the word 'black' as opposed to the negative 'non-white' typically used
- An effect of Black Consciousness was that it gave practical resistance by encouraging black South Africans to help themselves by establishing independent Black Community Programmes, such as the Zanempilo Community Health Clinic.

Question	
8 (c) (i)	'The main consequence of Botha's reforms, in the years 1978-90, was an increase in opposition amongst Afrikaners.' How far do you agree? Explain your answer. You may use the following in your answer: • Afrikaner opposition • the State of Emergency (1985-90). You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The reforms led to opposition from those within the Nationalist Party who saw the reforms as a threat to white minority rule, leading to the creation of the Afrikaner Conservative Party, which gained enough support to become the main opposition
- The 1987 election saw the Conservative Party gain 37 per cent of the Afrikaner vote, in response to concerns amongst the white population over the impact of Botha's reforms, e.g. the decline in their standard of living, the end of the colour bar
- The AWB used Botha's reforms as a rallying point, speaking out against the lifting of restrictions, committing acts of violence against non-white South Africans, and growing in support to number 5-7 per cent of the white population.

Relevant points which counter the statement may include:

- The reforms provoked rioting and township unrest, and ultimately led to the necessity of the State of Emergency being declared in 1985
- Botha's reforms gave hope to anti-apartheid groups that the government was weakening – they triggered a wave of protest in the mid-1980s, encouraged radicals within the ANC and Inkatha, and fostered new movements such as the UDF
- Botha's reforms led to the increased political involvement of black South Africans in local politics, e.g. the establishment of urban councils, as well as increased investment in townships
- Botha's reforms provoked a negative reaction amongst some urban black South Africans, e.g. there was tension created as a result of the powers devolved to urban councils and the subsequent rent rises, or accusations of councillors being 'sell outs'
- The deteriorating situation created by the failed attempt at reform led to Botha's government bypassing much of the recently established constitutional change, and thus led to an increased police and military presence in South Africa.

Question	
8 (c) (ii)	'The main reason for the repeal of apartheid (1991) was the role played by FW de Klerk.' How far do you agree? Explain your answer. You may use the following in your answer: • FW de Klerk • international opposition. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- De Klerk was significant as the first leader who accepted that apartheid would have to end completely and be replaced by black majority rule
- De Klerk made the ANC and other previously banned parties (e.g. the PAC and SACP) legal, which contributed to the repeal of apartheid, as it was a crucial step in negotiation for both repeal and a future political settlement
- De Klerk undertook measures that 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:

- International pressure and economic action against apartheid began prior to PW Botha's reforms, e.g. the impact of sanctions and disinvestment, weakened the economy and led to the recognition of the need for change
- The ending of the Cold War had an impact, insofar as it meant communist influence amongst opposition groups, was perceived to be a lesser threat, while also weakening implicit western support for South Africa as a bulwark against regional communism
- Church leaders were vocal opponents throughout the 1980s, encouraging opposition and creating pressure for reform through leadership of groups such as the UDF, and activities such as mass rallies
- Reform resulted from the obvious failings of apartheid, e.g. white South Africans came to see the regime as unfeasible in the long-term, with growing awareness of problems in the townships and the lack of legitimacy of black allies in government
- The ANC played a significant role in demonstrating peaceful transition could be possible, e.g. it presented itself as a moderate party, absorbed many of the opposition supporters from the disbanded UDF and MDM, and worked closely with CONTRALESA.

Question	
8 (a)	What impression does the author give about South African society during the dismantling of apartheid? You **must** use Extract H to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content

Relevant points may include:

- The author gives the impression that South African society was increasingly tolerant

This is shown by the following:

- The extract says that South African society saw an increase in desegregated activity across the media, workplace, religion and in various other areas
- The language used by the author, including 'widespread changes', 'discover… things in common', and 'promote a more inclusive'
- The author has selected evidence to show that South African society healed and united during this period, but has not given examples of the violence that occurred during the period of negotiations.

Question	
8 (b)	Explain **two** effects of the work of the ANC on resistance to apartheid in the years 1955-78. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

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

Indicative content

Relevant points may include:

- An effect of the work of the ANC was that it contributed to growing resistance through the organisation they brought to opposition in the years from 1955, e.g. the Congress of the People and the 1957 bus boycott
- An effect of the work of the ANC was that its Freedom Charter helped further resistance as it served as a programme of demands, calling for rights such as the vote, the freedom to associate and equality before the law
- An effect of the ANC was that in exile, it was successful in recruiting international opposition against the South African regime, e.g. the support Oliver Tambo gained at the UN.

Question	
8 (c) (i)	'The most significant development in the apartheid system, in the years 1948-54, was the Pass Laws (1952).' How far do you agree? Explain your answer. You may use the following in your answer: • the Pass Laws (1952) • the Population Registration Act (1950). You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The Pass Laws restricted the majority of Black Africans from leaving the reserves, creating significant resentment amongst Black Africans, e.g. regular confrontations with police over issues such as stop and search
- The changes to the Pass System meant employers could record behavioural evaluations of the holder, and the authorities recorded occasions when permission had been denied or granted to be in a given area
- The Pass Laws were significant as they were overtly exclusionary and directed to relocating Black South Africans from 'white' areas and containing them within the Bantustans, in effect policing acts such as the Group Areas Act (1950)
- Legal enforcement of the Pass Laws was significant in that it led to around three million people being given criminal convictions.

Relevant points which counter the statement may include:

- The Population Registration Act (1950) was significant as it underpinned the whole system of apartheid, forcing all individual South Africans into a particular racial category, creating the distinctions between Whites, Blacks and Coloureds
- Laws such as the Prohibition of Mixed Marriages Act (1949) and the Immorality Amendment Act (1950) were significant in restricting marriage and personal relations between whites and non-whites
- The Group Areas Act (1950) was significant as it affected around 600,000 people, leading to Black South Africans and those designated as 'Coloured' and 'Indian' being relocated, often far away from their original homes in urban areas
- The Bantu Authorities Act (1951), was a significant development in geographical segregation, establishing homelands according to ethnic groups, under the control of cooperative tribal leaders.

Question	
8 (c) (ii)	'The main reason why opposition grew in South Africa in the years 1978-90 was the reforms of PW Botha.' How far do you agree? Explain your answer. You may use the following in your answer: • Botha's reforms • the ANC. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- Botha's reforms gave hope to anti-apartheid groups that the government was weakening – they triggered a wave of protest in the mid-1980s, encouraged radicals within the ANC and Inkatha, and new movements to form such as the UDF
- Botha's reforms created divisions amongst white conservatives, and led to the development and increasing militancy and violence of white paramilitary groups such as the AWB
- Botha's reforms provoked a negative reaction amongst some urban blacks as the reforms failed to fulfil the aims of those who had hoped to buy their own homes, establish businesses in Whites-only areas or regain citizenship.

Relevant points which counter the statement may include:

- The 1980s saw a huge revival in interest in the ANC, with increased calls for Mandela's release, and the involvement of campaigners such as Walter Sisulu's wife in the UDF campaigns, which reflected many of the ideals and aims of the ANC
- Increased international condemnation and trade sanctions coordinated by the UN helped trigger the financial crisis of 1985, which created unrest as it increased black unemployment and hit white incomes
- Church leaders such as Bishop Desmond Tutu, Rev Allan Boesak and Frank Chikane were vocal opponents throughout the 1980s, encouraging opposition through leadership of groups such as the UDF, and activities such as mass rallies
- The evident weakening of the regime, its repressive reaction and the development of rival factions opposed to apartheid, led to a vicious cycle of unrest, e.g. between the ANC and AZAPO in Soweto in 1985, and the UDF and Inkhata in Natal.

Question	
8 (a)	What impression does the author give author give about resistance to apartheid in the early 1950s? You **must** use Extract H to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content
Relevant points may include the following:

- The author gives the impression that protest was out of control.

This is shown by the following:

- The extract says that despite the ANC's efforts to keep resistance peaceful, it led to riots and severe reprisals from the police
- The language the author uses, including 'getting out of hand', 'massacred', and 'extensive rioting'
- The author has selected evidence to show that resistance escalated, but has not included how much of the opposition remained peaceful.

Question	
8 (b)	Explain **two** effects of de Klerk's reforms on South Africa in the 1990s. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

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

Indicative content

Relevant points may include the following:

- 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
- 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
- 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.

Question	
8 (c) (i)	'The main reason for the growth of resistance to apartheid, in the years 1955-78, was the role played by the ANC.' How far do you agree? Explain your answer. You may use the following in your answer: • the ANC • Black Consciousness. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include the following:

- 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
- 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
- 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
- The ANC had success in recruiting members after the Soweto Uprising of 1976, e.g. those joining training camps in exile in Swaziland.

Relevant points which counter the statement may include the following:

- 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)
- Black Consciousness was significant in organising student and youth opposition to apartheid, e.g. the 1976 Soweto Youth Uprising
- 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'
- Under the leadership of Steve Biko, by the early 1970s, the South African Students' Association (SASO) had developed into a movement favouring direct confrontation.

Question	
8 (c) (ii)	'The most significant opposition to apartheid, in the years 1978-90, came from the United Democratic Front (UDF).' How far do you agree? Explain your answer. You may use the following in your answer: • the UDF • the ANC. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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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.

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

Marking instructions

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

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

Indicative content
Relevant points may include the following:

The author gives the impression that 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)	Explain **two** effects of the Bantu Self-Government Act (1959) on South Africa. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

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

Indicative content

Relevant points may include the following:

- An effect of 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)	'The main reason why resistance to apartheid developed, in the years 1948-54, was hostility to the Group Areas Act (1950).' How far do you agree? Explain your answer. You may use the following in your answer: • the Group Areas Act (1950) • prohibitions on mixed marriages. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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Indicative content

Relevant points which support the statement may include the following:

- The Group Areas Act (1950) provoked significant hostility as it forced the segregation of races, allowing authorities to designate specific areas upon racial lines
- Plans to destroy areas such as Sophiatown in Johannesburg, which housed nearly 60,000 people, provoked particular anger, as it was a racially and socio-economically diverse area, and one of the few in which black Africans could own property in cities
- The Group Areas Act resulted in united opposition from the ANC, South African Indian Congress and the Coloured People's Congress, who jointly lobbied DF Malan to request repeal of it and other laws.
- The Group Areas Act provoked opposition amongst Coloured and Indian South Africans, as the former were hit by failures to provide housing schemes, and the many landlords or traders amongst the latter lost out due to the Act's restrictions.

Relevant points which counter the statement may include the following:

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

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

Question	
8 (c) (ii)	'The most significant contribution to the dismantling of apartheid, in the years 1990-94, was made by FW de Klerk.' How far do you agree? Explain your answer. You may use the following in your answer: • FW de Klerk • Nelson Mandela. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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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.

Question	
1 (a)	What impression does the author give about the Terror in France? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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Indicative content

Relevant points may include:

- The author gives the impression that the Terror was excessive.

This is shown by the following:

- The extract says that 'innocent people suffered unnecessarily'
- The language the author uses, including 'instructions of fanatical and savage revolutionaries', 'many sentenced on the strength of dubious evidence'
- The author has selected evidence to show the worst aspects of the Terror and how it affected innocent people with no attempt to explain its purpose.

Question	Mark scheme
1 (b)	Explain **two** effects of the Enlightenment on France in the years 1780–87. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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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.

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

Indicative content

Relevant points may include:

- The problems in France were written about at length, attacking the *ancien régime*, the church and corruption and this encouraged people to think about change
- The Enlightenment encouraged members of the nobility to support the need for political change, e.g. Voltaire and Rousseau
- The Enlightenment provided the ideas that stimulated the French Revolution, e.g. liberty, freedom of speech and freedom from arbitrary arrest.

Question	Mark scheme
1 (c) (i)	'The war with Austria and Prussia was the main reason for the failure of the constitutional monarchy in France in the years 1791–92.' How far do you agree? Explain your answer. You may use the following in your answer: • the war with Austria and Prussia • the King's flight to Varennes. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- The 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
- The war increased economic problems and food shortages and made the revolution increasingly extreme and republican
- 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
- The arrival of new troops to defend Paris (the Fédérés) increased the revolutionary atmosphere and threatened the status of the constitutional monarchy.

Relevant points which counter the statement may include:

- The attempted flight of the royal family to Varennes in 1791 undermined its position and there were calls for Louis to stand trial
- It was the radical Convention, elected in September 1792, that legally abolished the monarchy
- The growing republicanism in Paris and the political clubs predated the war
- The depression in the luxury trades in Paris produced unemployment and economic misery, which created *Sans Culottes* radicalism.

Question	Mark scheme
1 (c) (ii)	'Before 1799, the Directory's main achievement was in dealing with internal threats.' How far do you agree? Explain your answer. You may use the following in your answer: • dealing with internal threats • dealing with the economy. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Directory was successful for four years in checking threats posed by the radical left and the royalist right
- The Directory dealt successfully with physical threats from the left and right, e.g. Conspiracy of the Equals
- The Directory crushed the revolt in the Vendée.

Relevant points which counter the statement may include:

- The Directory introduced some successful financial measures, e.g. the restoration of some indirect taxation and a new currency that stabilised the economy
- 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
- The Directory ended mass executions, and measures taken against exiled priests and royalists were relaxed
- The Directory established 196 republics, and the conquered cities and states were required to send huge amounts of money to France, as well as art treasures
- The Directory benefitted from a 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 *ancien régime*.

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

Marking instructions

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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 author gives the impression that Louis's flight to Varennes led to the end of the monarchy.

This is shown by the following:

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

Question	Mark scheme
1 (b)	Explain **two** effects of France's involvement in the American War of Independence on France. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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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.

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

Indicative content

Relevant points may include:

- The effect of the American Revolution was financial, as involvement in the wars forced the French government to take out loans at interest rates that it could ill afford and to impose the triple *vingtième* in 1782
- The effect of the American Revolution created a precedent for the overthrow of a legitimate leader in the interest of the ruled and this influenced many in France
- The return of French soldiers, e.g. Lafayette, who had fought with the rebels, from the American wars influenced revolutionary fervour in France.

Question	
1 (c) (i)	'The French Revolution was driven mainly by the Sans Culottes in the years 1789–92.' How far do you agree? Explain your answer. You may use the following in your answer: • the *sans culottes* • the Jacobins. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

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

Relevant points which counter the statement may include:

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

Question	Mark scheme
1 (c) (ii)	'The most significant impact of the Terror on France, in the years 1792–94, was attacks on religion.' How far do you agree? Explain your answer. You may use the following in your answer: • attacks on religion • the impact on French citizens. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

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

Relevant points which counter the statement may include:

- The Terror had an impact on French citizens, e.g. between 15,000 to 50,000 were arrested, imprisoned without trial and beheaded at the guillotine, based on the 'Law of Suspects'
- The Terror resulted in key figures who had supported the revolution, e.g. Danton, coming under 'suspicion' and being killed
- The safeguarding of the Parisian revolutionary dominance was an essential feature of the Terror
- The Terror had a unifying impact on the nation as a means of meeting the threat of foreign invasion.

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

Question	Mark scheme
1 (a)	What impression does the author give about the effects of poor harvests? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

The author gives the impression that the effects of poor harvests were devastating.

This is shown by the following:

- The extract says that poor harvests 'were damaging for all'
- The language the author uses, including 'robbed', 'crippling' and 'desperation'
- The author has selected evidence to show the negative effects of poor harvests on the lower classes and ignored how speculators exploited the situation for maximum profit and benefitted from poor harvests.

Question	Mark scheme
1 (b)	Explain **two** effects of the Thermidorian Reaction on France in the years 1794-95.

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- The Thermidorian Reaction ended the excesses of the Terror, e.g. it repealed the Law of Suspects and this created stability
- The Thermidorian Reaction introduced a greater spirit of toleration and a partially successful attempt to reconcile republicans and royalists
- The Thermidorian Reaction ended controversial aspects of Robespierre's policies, e.g. the Cult of the Supreme Being was abandoned.

Question	Mark scheme
1 (c) (i)	'The King's flight to Varennes was the main reason why France became a Republic in 1792.' You may use the following in your answer: • the King's flight to Varennes • the role of the Jacobins. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The flight reinforced the King's untrustworthiness and confirmed to radicals that he was merely biding his time until he could re-exert his authority, therefore, furthering their demands for the creation of a Republic
- The suggestion that his intention was to leave France and return with the Austrian army damaged his credibility and led to demands for a Republic
- It was suggested that his intention was to gain the protection of a royalist military commander and renegotiate the terms of the Constitution in his favour and this fuelled demands for a Republic
- Being brought back to Paris, in disgrace, seriously weakened support for the King and a constitutional monarchy, and Parisians began to talk of a Republic.

Relevant points which counter the statement may include:

- Jacobins sent a stream of petitions demanding the ending of the monarchy and the creation of a Republic
- The actions of the Sans Culottes hastened the transition from a constitutional monarchy to a republic, e.g. taking over the Hôtel de Ville, setting up a revolutionary *commune*, the attack on the Tuileries and the September massacres
- The war further divided the French nation as failure was blamed on counter-revolutionaries, e.g. the court, nobles and refractory priests, yet Louis vetoed laws and appeared to undermine the war effort leading to demands for a Republic
- The issuing of the Brunswick Manifesto further increased tension and, as a consequence, the largely republican fédérés from the provinces began to mass in Paris demanding a Republic.

Question	Mark scheme
1 (c) (ii)	'The most significant impact of the Terror, in the years 1793-94, was the control of the French people'. How far do you agree? Explain your answer. You may use the following in your answer: • control of the French people • elimination of the Girondins. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Revolutionary Tribunal was set up in Paris to try those accused of counter-revolutionary activities
- Watch (or revolutionary) committees were set up in each *commune* and in every major town to watch for suspected traitors
- Representatives-on-mission were appointed to go out into the provinces to speed up conscription and check the conduct of army generals
- The Committee of General Security was set up exclusively to deal with matters of internal security, controlling a spy network and secret police force that informed on the population.

Relevant points which counter the statement may include:

- The Girondins were seen as enemies of the revolution and were expelled from the Convention, which resulted in the elimination of moderate opinion influencing the government of France, and the domination of Robespierre
- The Terror had terrible consequences for French citizens, e.g. between 15,000 to 50,000 were arrested, imprisoned without trial and beheaded at the guillotine
- The Terror resulted in key figures who had supported the revolution, e.g. Danton, coming under 'suspicion' and being executed

- The Terror led to the *levée en masse*, which significantly increased the size of the French army, allowing France to defeat its foreign enemies.

Question	Mark scheme
1 (a)	What impression does the author give about the coup of 1799? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

Relevant points may include:

The author gives the impression that the coup de Brumaire was disorganised.

This is shown by the following:

- The extract says 'was certainly a muddled affair'
- The language the author uses, including 'was lucky to succeed at all', 'hesitant and indecisive'
- The author has selected evidence that underplays the significance of the underlying organisation of the coup by highlighting Napoleon's indecision was 'disguised by Napoleonic propaganda'.

Question	Mark scheme
1 (b)	Explain **two** effects of the French war with Austria and Prussia on France. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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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.

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

Indicative content

Relevant points may include:

- 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
- The war increased economic problems and food shortages and made the revolution increasingly extreme and republican
- 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	Mark scheme
1 (c) (i)	'The main long-term cause of the French Revolution was the role of Louis XVI.' You may use the following in your answer: • the role of Louis XVI • poor harvests. You **must** also use information of your own **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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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 which support the statement may include:

- Louis lacked charisma and a popular touch, bringing the monarchy into disrepute and the subject of widespread satire
- Louis and his ministers had increased taxes to raise money and the Third Estate was hit the hardest and this increased popular discontent
- Louis appointed Finance Minister Calonne who attempted to extend taxes to the nobility and clergy, who resented it, and this led to protests in the parlements
- Under Louis, by 1786, the French government was virtually bankrupt and the repeated failures to avoid this situation led to the calling of an Estates General for the first time since 1614.

Relevant points which counter the statement may include:

- The weather and poor harvest in 1788 produced an economic crisis in 1789 that intensified the discontent, e.g. riots broke out in Paris and the countryside
- The writers of the Enlightenment stressed the importance of reason over tradition and so challenged the old regime
- Attitudes towards the perceived excesses of the court, e.g. Marie Antoinette spending money on banquets, balls and entertainment
- The success of the American Revolution by 1783 encouraged challenges to authority in France.

Question	Mark scheme
1 (c) (ii)	'In the year 1789, the Grande Peur was the most significant event of the revolution.' How far do you agree? Explain your answer. You may use the following in your answer: • the Grande Peur (July/August 1789) • the setting up of the National Assembly (June 1789). You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- During the summer of 1789 peasant uprisings were increasing and becoming more widespread, with peasants attacking tithe barns and chateaux, suggesting that revolution was imminent
- The Grande Peur frightened the mainly bourgeois members of the assembly, who grew so concerned for their own property that it decided to implement liberal measures
- The Grande Peur led to the establishment of the principle of fair taxation and the guarantee that all Frenchmen had the same rights and duties.

Relevant points which counter the statement may include:

- On 17 June, the Third Estate declared that it was the National Assembly and that it represented the nation, and on 19 June the clergy joined them, thus posing a direct challenge to the king
- The National Assembly declared that it would assume control over its own affairs and decide taxation
- The impact of the Grande Peur was regional and limited in its overall effect
- The storming of the Bastille was significant as a symbol of royal authority had been challenged and, with the defection of some royal troops, the king's authority was seriously damaged
- The march of women to Versailles demanding bread had a significant impact and forced the king to approve the Declaration of the Rights of Man.

Question	Mark scheme
1 (a)	What impression does the author give about the influence of the Enlightenment in France? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content

Relevant points may include:

The author gives the impression that the Enlightenment had a major impact in France.

This is shown by the following:

- The extract says 'This type of thinking strengthened the demand for revolutionary change'
- The language the author uses, including 'destroy', 'challenge the Church'
- The author has selected evidence that is focused on the significance of the Enlightenment's role in France rather than its limitations, e.g. the lack of influence on the peasantry.

Question	Mark scheme
1 (b)	Explain **two** effects of the actions of Robespierre on the French Revolution in the years 1792-94.

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- During the Terror Robespierre played a major role in the fall of the Girondins as counter-revolutionaries and had many imprisoned and executed
- Robespierre was influential in the Committee of Public Safety, which directed the Terror, and co-ordinated the war effort inside and outside France
- The Terror became his personal policy as he saw treason everywhere, which resulted in death without trial for many people.

Question	Mark scheme
1 (c) (i)	'In the years 1787-89, the main short-term cause of the French Revolution was the storming of the Bastille.' You may use the following in your answer: • the storming of the Bastille • the policies of Calonne. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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Indicative content

Relevant points which support the statement may include:

- The storming of the Bastille was a cause of the Revolution because it enhanced the power of the sans-culottes, who became the driving force behind the Revolution
- The storming of the Bastille led to Louis XVI losing control of Paris and, rather than dissolve the National Assembly, which he had been planning, he was forced to share his power with them
- The rioters at the storming of the Bastille were supported by a number of those responsible for the maintenance of law and order, e.g. lower ranks of the Paris garrison and the Paris police, and this weakened the authority of the King
- The storming of the Bastille showed the weakness of authority and the power of the mob which forced the King to abolish the feudal system and accept constitutional change.

Relevant points which counter the statement may include:

- Finance Minister Calonne attempted to extend taxes to the nobility and clergy, who resented it, and protests in the parlements in many ways triggered the Revolution of 1789
- The Tennis Court Oath led to deputies from both the First and Second Estates joining the National Assembly, and popular opinion in Paris turned against the ancien régime
- The uprisings that became known as The Great Fear were widespread and forced the Assembly to abolish the feudal system, signalling the end of the ancien régime
- The setting up of the National Assembly and its actions were the start of the French Revolution.

Question	Mark scheme
1 (c) (ii)	'The main problem facing the Directory, in the years 1795-99, was economic difficulties.' How far do you agree? Explain your answer. You may use the following in your answer: • economic difficulties • the White Terror. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Question	Mark scheme
1 (a)	What impression does the author give about the Directory in France? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

Indicative content

Relevant points may include:

The author gives the impression that the Directory governed France successfully.

This is shown by the following:

- The extract says 'France had some serious problems, but the Directory coped with them very well'
- The language the author uses, including 'increased prosperity', 'significant military victories'
- The author has selected evidence that is focused on showing the Directory's success and not included evidence to show its weaknesses, e.g. some of its economic measures were short term and led to inflation.

Question	Mark scheme
1 (b)	Explain **two** effects of the storming of the Bastille on the revolution in France.

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- The storming of the Bastille led to the outbreak of a popular revolution against the monarchy and the ancien régime
- The storming of the Bastille, which was orchestrated by the sans-culottes, led to them becoming the driving force behind the revolution in France
- The storming of the Bastille led to the weakness of authority. Within a month, the King had abolished the feudal system and accepted constitutional change in the French political system.

Question	Mark scheme
1 (c) (i)	'The main long-term cause of the French Revolution was the impact in France of involvement in the American War of Independence.' You may use the following in your answer: • the American War of Independence • Marie Antionette. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- The impact of the American Revolution created a precedent for the overthrow of a legitimate leader in the interest of the ruled and this influenced many in France to want revolution
- The return of French soldiers e.g. Lafayette, who had fought with the rebels in the American wars, influenced revolutionary fervour
- The educated classes drew parallels between the 'tyranny' of George III of Great Britain and his 'despotic' ministers, and that of Louis and his ministers in France
- French involvement in the American Revolution forced the French government to take out loans at interest rates, which it could ill afford, and to impose the triple vingtième in 1782, which fuelled demands for revolution.

Relevant points which counter the statement may include:

- The perception of Marie Antoinette as immoral, unprincipled, debauched and having gambling debts was evidence of court corruption, which fuelled discontent and revolutionary demands
- The structure of France's financial system was defective and this predated the American Revolution and the attempts to reform it triggered revolution
- The Enlightenment and the spread of new ideas challenged the role of the monarchy and privilege and influenced revolutionary thinking
- A series of poor harvests created pressure on food supplies for a growing population and this led to peasant and worker unrest and demands for change.

Question	Mark scheme
1 (c) (ii)	'The most significant development in France, in the years 1792-94, was the execution of Louis XVI.' How far do you agree? Explain your answer. You may use the following in your answer: • the execution of Louis XVI • the Terror. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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Indicative content

Relevant points which support the statement may include:

- The decision to execute the King split opinion, e.g. Robespierre and the Montagnards had favoured trial and execution, many Girondins accepted trial but were reluctant to kill the King
- Execution of the King marked the end of absolute monarchy in France
- There was widespread revulsion at the execution of the King and this led to regional revolts
- The execution prompted widespread concern about the likely reaction from hostile European monarchies and the government lived in fear of foreign invasion.

Relevant points which counter the statement may include:

- The Terror had a consequence for French citizens, e.g. between 15,000 to 50,000 were arrested, imprisoned without trial and beheaded at the guillotine, based on the 'Law of Suspects'
- The Terror resulted in key figures who had supported the revolution, e.g. Danton, coming under 'suspicion' and being executed
- The Convention faced several protests against the levées and economic hardship and these problems had to be dealt with
- The Convention needed to control the country in extreme conditions and, as a consequence, introduced radical 'emergency' measures, e.g. setting up the Revolutionary Tribunal, the Committee of Public Safety.

Question	
1 (a)	What impression does the author give about the Constituent Assembly? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

- The author gives the impression that the Constituent Assembly achieved a great deal.

This is shown by the following:

- The extract says that 'The new system was a great leap forward'
- The language the author uses, including 'worked hard', 'significant improvement'
- The author has selected evidence to show the positive effects of the work of the Constituent Assembly and ignored the negative effects, e.g. the new constitution became a grievance of the Sans Culottes as it favoured the wealthy bourgeois.

Question	
1 (b)	Explain **two** effects of the National Convention on France in the years 1792-94. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

Indicative content

Relevant points may include:

- An effect was the National Convention made France a republic, for the first time, on 21 September 1792, by abolishing the monarchy and introducing a new constitution
- An effect was the National Convention divided opinion over the trial of, and execution of Louis XVI
- An effect was the National Convention introduced a new calendar in October 1793, which replaced the old Christian calendar. The new calendar was seen to represent France as rational, scientific and more 'natural', rather than superstitious.

Question	
1 (c) (i)	'The main short-term cause of the French Revolution was the policies of Calonne and Brienne.' You may use the following in your answer: • Calonne and Brienne • the Grande Peur. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- Finance Minister Calonne attempted to extend taxes to the nobility and clergy, who resented them, which led to protests within the Assembly of Notables in February 1787 and November 1788, which triggered the revolution of 1789
- Calonne realised that his tax proposals were popular with the Third Estate and published them, which further encouraged members of the Third Estate to demand reform and a fair taxation system
- Finance Minister Brienne proposed land taxes and hoped his links to the Assembly of Notables and friendship with Marie Antoinette would help; this was not the case as they were rejected, which led to the calling of the Estates General.

Relevant points which counter the statement may include:

- The Grande Peur frightened the mainly bourgeois assembly who grew so concerned for their own property that it decided to implement liberal measures, e.g. abolition of the feudal system, which prompted the start of the revolution
- The Tennis Court Oath was a direct challenge to the power of the King to dissolve the National Assembly and prompted the start of the revolution
- On 17 June, the Third Estate declared that it was the National Assembly and that it represented the nation, which was a direct challenge to the King and prompted the start of the revolution
- The storming of the Bastille was significant as a symbol that royal authority had been challenged and prompted the start of the revolution
- The March of women to Versailles, demanding bread, had a significant impact and forced the King to approve the Declaration of the Rights of Man.

Question	
1 (c) (ii)	'The main consequence of the Thermidorian Reaction was the ending of the Terror.' How far do you agree? Explain your answer. You may use the following in your answer: • the Terror • the White Terror. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Thermidorian Reaction saw one of the main structures of the Terror, the Revolutionary Tribunal, abolished
- The Thermidorian Reaction saw the Law of Prairial repealed and most of the those held under its terms released from prison
- The Thermidorian Reaction saw the closure of the Jacobin Club and the Paris Commune was abolished
- The Thermidorian Reaction saw the powers held by the 'committees' of the Terror being curbed, e.g. the Committee of Public Safety lost its say in domestic affairs.

Relevant points which counter the statement may include:

- The Thermidorian Reaction allowed for those who had been persecuted by the revolution to seek revenge, e.g. the White Terror, which in Paris saw Jacobins and Sans Culottes beaten up and killed
- The Thermidorian Reaction created the Constitution of Year III under which the Directory was allowed to assume power
- The Thermidorian Reaction created a greater spirit of toleration and a partially successful attempt to reconcile Republicans and Royalists
- The Thermidorian Reaction formally separated the church from the state, e.g. the state no longer paid clerical salaries and religious freedom was guaranteed.

Question	
1(a)	What impression does the author give about the Grande Peur? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

The author gives the impression that the Grande Peur was directed.

This is shown by the following:

- The extract says that 'people gathered on the village green or square to take instructions from their local leaders'
- The language the author uses, including 'not random', 'deliberately targeted'
- The author has selected evidence that puts emphasis on the Grande Peur being planned and not considered that much of the violence of the Grande Peur was based on rumour.

Question	
1 (b)	Explain **two** effects of Napoleon becoming the 'First Consul' on France. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- An effect was that Napoleon becoming 'First Consul' allowed him to introduce the Constitution of 1799, which maintained that France was to be governed by the revolutionary principles of the 'sacred rights of property, equality and liberty'
- An effect was that Napoleon becoming 'First Consul' amounted to the ending of the sacred revolutionary principle of 'the separation of the powers', e.g. Napoleon governed France as a dictator
- An effect was that Napoleon becoming 'First Consul' reconciled some of the differences between the revolutionaries and the royalists and made for less confrontational government.

Question	
1 (c) (i)	'The most significant reform by the Constituent Assembly, in the years 1789-91, was reform of the Church.' You may use the following in your answer: • reform of the Church • financial reform. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The Assembly undermined the privileged position of the Church by abolishing tithes, *annates* (payments to the Pope) and *don gratuit* (the right of the clergy to decide its own taxation)
- The Assembly reorganised the way in which the Church would operate, e.g. gave it the same administrative structure as local government
- The Assembly forbade pluralism, which removed the privileged positions many within the Church had held
- The Assembly introduced the Civil Constitution of the Clergy, which ended the role and influence of the Pope in the appointment of Bishops and required the clergy to live in their dioceses.

Relevant points which counter the statement may include:

- The Assembly reformed and improved the financial system, e.g. free trade in grain was introduced, internal tariffs were ended, and indirect taxes were withdrawn
- The Assembly introduced a completely new single legal system for the whole of France, which replaced the old muddled system that had allowed different laws in different parts of France
- The Assembly introduced a new constitution that made clear the rights and position of the King, the Assembly and citizens
- The Assembly reorganised and strengthened French local government, e.g. they created a three-tier system of *départements*, districts and *communes.*

Question	
1 (c) (ii)	'The role of Robespierre was the main reason for the Terror in the years 1793-94.' How far do you agree? Explain your answer. You may use the following in your answer: • the role of Robespierre • the elimination of the Girondins. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Robespierre saw treason everywhere and this coloured his opinion and informed his judgement and 'The Terror' became a personal policy
- Robespierre joined the Committee of Public Safety that increasingly directed 'The Terror'
- The fall of Robespierre coincided with the ending of 'The Terror'.

Relevant points which counter the statement may include:

- The Terror was a direct policy of the Sans Culottes, who sought to reverse Girondin decentralisation policies and eliminate them completely
- French military defeats in the spring of 1793 caused a sense of distrust and contributed to the need for 'The Terror'
- Counter-revolutionary plots caused a sense of mistrust and this led to 'The Terror'
- The Convention passed laws such as the Law of Prairial and the Law of Suspects, which initiated the Terror
- The role of other members of the Committee of Public Safety and the Committee of General Security in implementing the Terror policies.

Question	
1 (a)	What impression does the author give about the work of the Committee of Public Safety in the years 1792-94? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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The author gives the impression that the work of the Committee of Public Safety was carried out unfairly.

This is shown by the following:

- The extract says that 'The Committee of Public Safety were determined to find enemies of the Revolution everywhere, even where they did not exist'
- The language the author uses, including 'unjustly accused', 'denounced'
- The author has selected evidence that puts emphasis on the unreasonable activities of the Committee of Public Safety and ignored its other activities, e.g. co-ordination of France's war with European countries.

Question	
1 (b)	Explain **two** effects of the White Terror on France. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- An effect of the White Terror was that it gave newly freed newspapers the opportunity to call openly for revenge on the Jacobins, identify targets and publish attack instructions
- An effect of the White Terror was that it significantly weakened the Jacobins, e.g. prisons were opened up, or were broken into, and Jacobins were massacred
- An effect of the White Terror was that some used it as an excuse to settle personal scores, e.g. persecute and kill those with whom they had had a personal grudge, or it was based on disagreements between regions.

Question	
1 (c) (i)	'The main long-term cause of the French Revolution, in the years 1780-87, was the privileges of the Three Estates.' You may use the following in your answer: • the Three Estates • poor harvests. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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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 which support the statement may include:

- The Three Estates were unequal and some had privileges at the expense of others and, as a consequence, this led to tension and challenges to the ancien régime that led to revolution
- The Third Estate paid taxes to which the Second Estate claimed immunity, and the king's attempts to tax the Second Estate produced challenge and resistance and fuelled the demand for revolution
- The First Estate numbered about 100,000 yet owned 10% of the land and paid no taxes, and attempts to increase the 'don gratuit' produced challenge, e.g. revolt of the aristocracy
- The emergence of an influential bourgeoisie led to the demand for greater political equality and revolutionary change.

Relevant points which counter the statement may include:

- A series of poor harvests created pressure on food supplies for a growing population and this led to peasant and worker unrest and demands for revolutionary change
- The impact of the American Revolution created a precedent for the overthrow of a legitimate leader in the interest of the ruled and this influenced many in France to want revolution
- The perception of Marie Antoinette as immoral, unprincipled, debauched and having gambling debts created the impression of court corruption, which fuelled discontent and revolutionary demands
- The Enlightenment and the spread of new ideas challenged the role of the monarchy and privilege and influenced revolutionary thinking.

Question	
1 (c) (ii)	'In the year 1789, the most significant event of the revolution was the Tennis Court Oath.' How far do you agree? Explain your answer. You may use the following in your answer: • the Tennis Court Oath (20 June) • the meeting of the Estates General (5 May). You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include:

- The Tennis Court Oath was a direct challenge to the power of the King to dissolve the National Assembly
- The Tennis Court Oath confirmed the decision made by the Third Estate, 17 June, to declare themselves a National Assembly representing the people of France
- Louis XVI's reaction to the Tennis Court Oath encouraged deputies from both the First and Second estates to join with the National Assembly
- As a consequence of the Tennis Court Oath, popular opinion in Paris turned against the ancien régime.

Relevant points which counter the statement may include:

- The meeting of the Estates General on 5 May condemned the government of the ancient régime for its despotism and inefficiency and proposed significant reform
- On 19 June the clergy joined the Third Estate in their declaration that they were the National Assembly, thus posing a direct challenge to the king
- The storming of the Bastille (12-14 July) was significant, as a symbol of royal authority had been challenged and, with the defection of some royal troops, the king's authority was seriously damaged
- The Grande Peur (July/August) frightened the mainly bourgeois members of the assembly, who grew so concerned for their own property that they decided to implement liberal measures.

Question	
1 (a)	What impression does the author give about Necker? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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

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

The impression given by the author about Necker is that he was successful.

This is shown by the following:

- The extract says that 'Necker's policies had an immediate positive impact.'
- The language the author uses, including 'major reform', 'popular', 'confident'
- The author has selected evidence that puts emphasis on the successful aspects of Necker's policies and ignored negative aspects, e.g. Necker deliberately made it appear that there was a surplus in the royal finances of around 10 million livres.

Question	
1 (b)	Explain **two** effects of the work of the Committee of Public Safety on France in the years 1793-94. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

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

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

Indicative content

Relevant points may include:

- An effect was that, by late 1793, the Committee of Public Safety was directing the National Convention, e.g. the Committee's members, Robespierre, Louis Saint-Just and Couthon had become leaders of the revolution
- An effect was that the Committee of Public Safety took the Terror into a more intensive phase, which was centred on Paris, e.g. all enemies of the revolution were brought to Paris, tried with no rights and executed
- An effect was that the Sans Culottes, led by Hébert, accused the Committee of Public Safety of betraying the revolution. The Hébertistes were then accused, by the Committee, of planning a military dictatorship and were guillotined.

Question	
1 (c) (i)	'The impact of the war with Austria and Prussia was the main reason why France became a Republic in 1792.' You may use the following in your answer: • war with Austria and Prussia • coup of August 1792. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The threat to Paris from the Austrian and Prussian armies, throughout the war, produced a revolutionary fervour that demanded the removal of the monarchy and the establishment of a Republic
- The impact of the war increased France's economic problems and compounded food shortages, making the development of the revolution increasingly extreme and republican
- The war divided the French nation as failure was blamed on counter-revolutionaries, e.g. the court, nobles and refractory priests, yet Louis vetoed laws and appeared to undermine the war effort leading to demands for a Republic
- The issuing of the Brunswick Manifesto by the commander in chief of the Austro-Prussian army, increased tension and, as a consequence, the largely republican fédérés from the provinces began to mass in Paris, demanding a Republic.

Relevant points which counter the statement may include:

- The coup of August 1792, hastened the transition from a constitutional monarchy to a republic, e.g. taking over the Hôtel de Ville, setting up a revolutionary *commune*, attacking the Tuileries and the September Massacres
- The King's flight to Varennes confirmed his untrustworthiness and reinforced to radicals that he was merely biding his time until he could re-exert his authority, therefore, furthering their demands for the creation of a Republic
- The suggestion that the King's flight to Varennes was part of his intention to leave France and return with the Austrian army damaged his credibility and led to demands for a Republic
- Jacobins sent a stream of petitions demanding the ending of the monarchy and the creation of a Republic.

Question	
1 (c) (ii)	'The main achievement of the Directory was dealing with the royalist challenge.' How far do you agree? Explain your answer. You may use the following in your answer: • the royalist challenge • financial measures. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The coup of 18 Fructidor was a seizure of power by members of the Directory when their opponents, the royalists, were gaining strength, which prevented a royalist take-over
- The Directory accused royalist election candidates of acting against the Revolution, annulled their election and had them arrested
- To further prevent the royalist challenge from abroad, the Directory introduced a law against the relatives of *émigrés* and set up military tribunals to condemn *émigrés* who returned to France.

Relevant points which counter the statement may include:

- The Directory introduced some successful financial measures, e.g. the restoration of some indirect taxation and a new currency that stabilised the economy
- The Directory implemented the Constitution of Year III, which provided the basis for the stable government of France, e.g. The Council would draw up legislation, and the Council of Ancients would examine and approve or reject bills
- The Directory ended mass executions, and measures taken against exiled priests and royalists were relaxed
- The Directory established 196 republics, and the conquered cities and states were required to send to France huge amounts of money, as well as art treasures
- The Directory managed the threat of extremism and successfully dealt with it when it reared its head, e.g. the Babeuf Plot and the revolt in the Vendée.

Question	
1 (a)	What impression does the author give about Louis XVI? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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- The author gives the impression that Louis XVI was an ineffective monarch.

This is shown by the following:

- The extract says that Louis XVI 'lacked the determination to complete anything properly'
- The language the author uses, including 'consistently failed', 'lacked', 'unable'
- The author has selected evidence to show the ineffectiveness of Louis XVI as monarch with emphasis on his weaknesses and ignored his achievements, e.g. prestige gained as a consequence of France's involvement in the American War of Independence.

Question	
1 (b)	Explain **two** effects of the Grande Peur on France in 1789. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that peasant uprisings increased and become more widespread, with peasants attacking chateaux, which suggested that revolution was imminent
- An effect was that it undermined the power of the Church, e.g. tithe barns were attacked and the Church's stores of gain were pillaged and peasants began searches for legal documents
- An effect was that it contributed to the August Decrees and to the principle of fair taxation and the guarantee that all Frenchmen had the same rights and duties.

Question	
1 (c) (i)	The most significant achievement of the Constituent Assembly, in the years 1789-91, was the introduction of the 1791 Constitution.' You may use the following in your answer: • the 1791 Constitution • the new legal system. You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The new Constitution demonstrated the revolutionary government's commitment to a written constitution of all of France and was motivated by the ideas of the Enlightenment and the American Revolution
- The new Constitution made clear the position of the King, e.g. retained 'supreme power', but only had a four year veto on law and an elected National Assembly
- The new Constitution gave, for the first time, the right to vote to 'active citizens', e.g. males over the age of 25
- The new constitution established, for the first time, that the right to stand for office be given to individuals who paid the equivalent of ten days' labour in taxes.

Relevant points which counter the statement may include:

- The Assembly introduced a completely new single legal system for the whole of France, which replaced the old muddled system that had allowed different laws in different parts of France
- The Assembly reformed and improved the financial system, e.g. free trade in grain was introduced, internal tariffs were ended, and indirect taxes were withdrawn
- The Assembly reorganised and strengthened French local government, e.g. they created a three-tier system of *départements*, districts and *communes.*
- The Assembly reorganised the way in which the Church would operate, e.g. gave it the same administrative structure as local government and introduced the Civil Constitution of the Clergy.

Question	
1 (c) (ii)	'Economic problems were the main reason for the Terror in the years 1793-4.' How far do you agree? Explain your answer. You may use the following in your answer: • economic problems • military defeats. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The expansion of the war created growing economic difficulties, which fuelled uprisings, e.g. in the regions of La Vendée, Normandy and Brittany, and this led to the Terror as a means of control
- The purchasing power of the new paper currency had decreased by 99% since its introduction, which led to hoarding and to prevent this the *Armées révolutionnaires* attacked hoarders
- In 1793, the National Convention imposed rationing and price controls, which led the Paris mob to loot shops for bread, coffee, sugar and clothing and the Terror was used as a means of control.

Relevant points which counter the statement may include:

- French military defeats in the spring of 1793 caused a sense of distrust and contributed to the need for the Terror
- Robespierre saw treason everywhere and this coloured his opinion and informed his judgement and the Terror became a personal policy
- The Terror was a direct policy of the Sans Culottes, who sought to reverse Girondin decentralisation policies and eliminate Girondin influence
- Counter-revolutionary plots caused a sense of mistrust, and this led to the Terror
- The Convention passed laws such as the Law of Prairial and the Law of Suspects, which initiated the Terror.

Question	
1 (a)	What impression does the author give about the appointment of Napoleon as First Consul? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content

The author gives the impression that Napoleon's appointment as First Consul was not well supported.

This is shown by the following:

- The extract says 'he had plenty of opponents to his rule'
- The language the author uses, including 'horrified', 'betrayal', 'hated'
- The author has selected evidence that is focused on the opponents of Napoleon and ignored the views of those who supported him.

Question	
1 (b)	Explain **two** effects of the Terror in France on religion. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was a period of dechristianisation, e.g. the Catholic Church came under attack, with a campaign to close all churches by the spring of 1794
- An effect was the Paris Commune destroyed religious and royal statues, changed street names with religious connections and banned the wearing of clerical dress
- An effect was that dechristianisation was met with anger and suspicion among the more devout conservative rural peasanty who continued to follow Catholicism.

Question	
1 (c) (i)	'The main long-term cause of the French Revolution was the unpopularity of Marie Antoinette.' How far do you agree? Explain your answer. You may use the following in your answer: • Marie Antoinette • the Enlightenment. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- Marie Antoinette's marriage to Louis XVI symbolised an alliance with the old enemy Austria and this led to discontent
- Marie Antoinette's reputation for extravagant living, e.g. the diamond necklace issue, fuelled anti-monarchy and pro-revolutionary activity
- Marie Antoinette's influence on Louis XVI was almost invariably to encourage him to resist change and this led to discontent.

Relevant points which counter the statement may include:

- The Enlightenment and the spread of new ideas challenged the role of the monarchy and privilege and influenced revolutionary thinking
- The structure of France's financial system was defective and the attempts to reform it led to revolution
- A series of poor harvests created pressure on food supplies for a growing population and this led to peasant and worker unrest and demands for change
- Differences regarding the duties and privileges within the Three Estates fuelled resentment and discontent, which led to the demand for change
- The impact of the American Revolution created a precedent for the overthrow of a legitimate leader in the interests of the ruled and this influenced many in France to want revolution.

Question	
1 (c) (ii)	'In the years 1791-92, the most significant event of the revolution was the King's flight to Varennes.' How far do you agree? Explain your answer. You may use the following in your answer: • the flight to Varennes • the war with Austria and Prussia. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include:

- The flight reinforced the King's untrustworthiness and confirmed to radicals that he was merely biding his time until he could re-assert his authority
- The suggestion that the King's intention was to leave France and return with the Austrian army damaged his credibility and led to demands for a Republic
- It was suggested that the King's intention was to gain the protection of a royalist military commander and renegotiate the terms of the Constitution in his favour and this fuelled demands for a Republic
- Being brought back to Paris, in disgrace, seriously weakened support for the King and a constitutional monarchy.

Relevant points which counter the statement may include:

- War with Austria and Prussia further divided the French nation as failure was blamed on counter-revolutionaries, e.g. the court, nobles and refractory priests, yet Louis vetoed laws and appeared to undermine the war effort
- The Assembly's decision to temporarily suspend the authority of the King led to a meeting at the Champs De Mars, where moderate revolutionaries fired on radical revolutionaries, which signalled a division in the revolutionary movement
- The introduction of the 1791 Constitution redefined the position of the King and his power was severely curtailed, e.g. he could no longer veto laws in relation to the constitution or finance.
- The Jacobin insurrection of 9 August 1792 overthrew the leadership of the Paris municipality, proclaimed a new revolutionary commune, and led to the storming of the Tuileries Palace and the imprisonment of Louis XVI and his family.

Question	
1 (a)	What impression does the author give about the impact in France of involvement in the American War of Independence? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include:

The author gives the impression that the impact in France of involvement in the American War of Independence was that it created severe financial problems.

This is shown by the following:

- The extract says, 'he and France became even more in debt.'
- The language the author uses, including 'massive borrowing', 'unpopular taxes'
- The author has selected evidence that puts emphasis on involvement in the war creating the financial problems and ignored other contributing factors, e.g. inefficient tax collection.

Question	
1 (b)	Explain **two** effects of Louis XVI's flight to Varennes on France. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that the flight furthered demands in France for the creation of a Republic, e.g. it reinforced the King's untrustworthiness and confirmed to radicals that he was merely biding his time until he could re-assert his authority
- An effect was that the flight confirmed that he wanted to leave France and to return with the Austrian army to aid his restoration as an absolute monarch
- An effect was that the flight convinced many Parisians that France should be a Republic, e.g. in Paris, the seat of government, the flight weakened support for the King and a constitutional monarchy.

Question	
1 (c) (i)	'In the years 1787-89, the main short-term cause of the French Revolution, was the meeting of the Estates General.' How far do you agree? Explain your answer. You may use the following in your answer: • the Estates General (May 1789) • the Assembly of Notables (February 1787). You **must** also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The meeting of the Estates General in May 1789, condemned the government of the ancient régime for its despotism and inefficiency and proposed significant reform
- The Estates emphasised the need for regular meetings of the Estates General, no taxation without consent, freedom for the press and the abolition of the hated *lettres de cachet*, all of which undermined the power of the ancien régime
- The cahiers of the Third Estate, which was within the Estates General, demanded financial equality, the rights of individual citizens, the abolition of feudal rights and agricultural and trade reform, which triggered the revolution.

Relevant points which counter the statement may include:

- The Assembly of Notables, in February 1787, refused to endorse the tax reforms proposed by the King's ministers, which they blocked and then recommended the convocation of the Estates General
- Calonne's published tax proposals were popular with the Third Estate, which further encouraged members of the Third Estate to demand reform and a fair taxation system
- As a consequence of the Tennis Court Oath, popular opinion in Paris turned against the ancien régime
- The storming of the Bastille (12-14 July 1789) was significant, as a symbol of royal authority had been challenged and, with the defection of some royal troops, the king's authority was seriously damaged
- The Grande Peur (July/August 1789) frightened the mainly bourgeois members of the assembly, who grew so concerned for their own property that they decided to implement liberal measures.

Question	
1 (c) (ii)	'In the years 1792-94, the main consequence of the rule of the National Convention was the execution of Louis XVI.' How far do you agree? Explain your answer. You may use the following in your answer: • the execution of Louis XVI (January 1793) • the Edict of Fraternity (November 1792). You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The execution of the King split opinion within the Convention and in France, e.g. Robespierre and the Montagnards had favoured trial and execution, many Girondins had accepted the trial but had been reluctant to kill the King
- Execution of the King marked the end of absolute monarchy in France
- There was widespread revulsion at the execution of the King and this led to regional revolts
- The execution prompted widespread concern about the likely reaction from hostile European monarchies and the government lived in fear of foreign invasion.

Relevant points which counter the statement may include:

- In declaring the Edict of Fraternity, the National Convention caused the Revolutionary Wars, which saw France fighting against some European countries and a civil war against royalists and moderates in France
- The National Convention introduced the Terror, which had consequences for French citizens, e.g. between 15,000 to 50,000 were arrested, imprisoned without trial and beheaded at the guillotine, based on the 'Law of Suspects'
- The National Convention controlled the country with extreme radical 'emergency' measures, e.g. setting up the Revolutionary Tribunal, the Committee of Public Safety
- The National Convention introduced the *levée en masse,* which required all unmarried men between the ages of 18 and 25 to join the army, set up factories to produce weapons and required women and children to make uniforms.

Question	
1 (a)	What impression does the author give about the White Terror in France? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include:

The author gives the impression that the White Terror was based on revenge.

This is shown by the following:

- The extract says 'demands for the punishment of officials'
- The language the author uses, including 'retaliation', 'who had been responsible', 'hunted down'
- The author has selected evidence that puts emphasis on the revenge aspect of the White Terror and has ignored evidence of the need for punishment for the excesses of the Terror.

Question	
1 (b)	Explain **two** effects of Louis XVI's leadership on France in the years 1780-87. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include:

- An effect was that Louis XVI's leadership increased popular discontent across France because he had sanctioned increased taxes to raise money, which hit the Third Estate the hardest
- An effect was that Louis XVI's leadership led to protests in the *parlements* because he appointed Finance Minister Calonne who attempted to extend taxes to the nobility and clergy, who resented this
- An effect was that under Louis XVI's leadership, by 1786, France was virtually bankrupt and the repeated failures to avoid the situation led to criticism from the Assembly of Notables.

Question	
1(c) (i)	'In the years 1789-91, the most significant reform made by the Constituent Assembly was the reform of the legal system.' How far do you agree? Explain your answer. You may use the following in your answer: • reform of the legal system • reform of local government. You must also use information of your own **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The Assembly introduced a completely new single legal system for the whole of France, which replaced the old muddled system that had allowed different laws in different parts of France
- The Assembly reformed the use of the death penalty and torture; branding and hanging were forbidden
- The Assembly replaced the old *parlements*, feudal and church courts and replaced them with tribunals
- The Assembly introduced trial by jury, e.g. criminal cases were to be tried in front of a jury of twelve citizens within each *département*.

Relevant points which counter the statement may include:

- The Assembly reorganised and strengthened French local government, e.g. they created a three-tier system of *départements*, districts and *communes*
- The Assembly reformed and improved the financial system, e.g. internal tariffs were ended and free trade in grain was introduced, and indirect taxes were withdrawn
- The Assembly reformed the Church, e.g. tithes, *annates* and *don gratuit* were abolished, which meant removal of some of the privileges the Church had previously held.

Question	
1 (c) (ii)	'The role of the Committee for Public Safety was the main reason for the Terror (1793-94).' How far do you agree? Explain your answer. You may use the following in your answer: • the Committee for Public Safety • the rising in the Vendée (February 1793). You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

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Indicative content

Relevant points which support the statement may include:

- The Committee of Public Safety instigated the Terror through its control of the National Convention, e.g. the Committee's members, Robespierre, Louis Saint-Just and Couthon directed policy
- The Committee of Public Safety instigated the Terror to protect the revolution, e.g. the Hébertistes were accused, by the Committee, of planning a military dictatorship and were guillotined
- The Committee of Public Safety passed laws such as the Law of Prairial and the Law of Suspects, which initiated the Terror.

Relevant points which counter the statement may include:

- The rebels in the Vendée who had challenged local officials, were responsible for causing the Terror as the Convention used 30,000 troops to deal with them
- French military defeats in the spring of 1793 caused a sense of distrust and contributed to the need for 'The Terror'
- In 1793, the National Convention imposed rationing and price controls, which led the Paris mob to loot shops for bread, coffee, sugar and clothing and the Terror was used as a means of control.

Question	
1 (a)	What impression does the author give about the *philosophes* in France? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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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 the *philosophes* wanted to get rid of the *ancien régime*.

This is shown by the following:

- The extract says that '…condemned the *ancien régime* and the inequality it represented.'
- The language the author uses, including 'condemned', 'challenge', 'criticised'
- The author has selected evidence that places emphasis on the idea that the *philosophes* only wanted to get rid of the political system, whereas they had other aims, e.g. the use of reason and science.

Question	
1 (b)	Explain **two** effects of the Tennis Court Oath on France in 1789. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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

Indicative content

Relevant points may include the following:

- 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
- An effect was that it encouraged deputies from both the First and Second estates to join with the National Assembly
- An effect was that it confirmed that popular opinion in Paris had turned against the *ancien régime*.

Question	
1 (c) (i)	'In the years 1791-92, the main reason why constitutional monarchy failed in France was the impact of war with Austria and Prussia.' How far do you agree? Explain your answer. You may use the following in your answer: • the war with Austria and Prussia • the National Convention. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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

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

Indicative content

Relevant points which support the statement may include the following:

- The 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
- The war increased economic problems and food shortages and made the revolution increasingly extreme and republican
- 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.

Relevant points which counter the statement may include the following:

- It was the radical National Convention, elected in September 1792, that legally abolished the monarchy
- The attempted flight of the royal family to Varennes in 1791 undermined its position and there were calls for Louis to stand trial
- The growing republicanism in Paris and the political clubs, demanding the ending of the monarchy, pre-dated the war
- The depression in the luxury trades in Paris produced unemployment and economic misery, which created Sans Culottes radicalism and anti-monarchy sentiment.

Question	
1 (c) (ii)	'The main achievement of the Directory's rule of France, in the years 1795-98, was dealing with internal threats.' How far do you agree? Explain your answer. You may use the following in your answer: • internal threats • the economy. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include the following:

- The Directory was successful for four years in checking threats posed by the royalist right
- The Directory dealt successfully with threats from the left, e.g. Conspiracy of the Equals
- The Directory crushed the revolt in the Vendée.

Relevant points which counter the statement may include the following:

- The Directory introduced some successful financial measures, e.g. the restoration of some indirect taxation and a new currency that stabilised the economy
- 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
- The Directory ended mass executions, and measures taken against exiled priests and royalists were relaxed
- 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 *ancien régime*.

Question	
1 (a)	What impression does the author give about the peasants of the Third Estate? You **must** use Extract A to explain your answer. **Target: AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content
Relevant points may include the following:

- The author gives the impression that the peasants of the Third Estate were taxed too heavily.

This is shown by the following:

- 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)	Explain **two** effects of France's war with Austria and Prussia on France. **Targets: AO1 (4 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (4 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).

Marking instructions

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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)	'In the years 1793-94, the main impact of the Terror was the attack on the Catholic Church.' How far do you agree? Explain your answer. You may use the following in your answer: • the Catholic Church • the elimination of the Girondins. You **must** also use information of your own. **Targets:** **AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include the following:

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

Relevant points which counter the statement may include the following:

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

Question	
1 (c) (ii)	'The main reason for the fall of the Directory (1799) was the role of Napoleon Bonaparte.' How far do you agree? Explain your answer. You may use the following in your answer: • Napoleon Bonaparte • Directory weaknesses. You **must** also use information of your own. **Targets: AO1 (7 marks)** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2 (9 marks)** Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Marking instructions

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Indicative content

Relevant points which support the statement may include the following:

- Napoleon's military success, e.g. the Italian Campaign, undermined the Directory and led many people to see Napoleon as the 'son of the revolution' and as a national hero and leader
- Napoleon's triumphal progress through France on his return from Egypt suggested to many that he ought to be the leader
- As the coup de Brumaire progressed slowly, Napoleon's impatience for action led him to take control of the situation, e.g. the bribing of members of the Council of 500 and Council of the Ancients to agree to the Law of Brumaire.

Relevant points which counter the statement may include the following:

- The Directory's weakness in dealing with France's economic and social problems and with the royalist rising in the west causing the potential for civil war, the Directory lost much support to govern
- The role of Sieyès in wanting and initiating the coup de Brumaire was significant in undermining the Directory and bringing it to an end
- It was the 1799 Constitution that gave effective power to Napoleon as the 'First Consul' and this effectively ended the Directory
- The armies of the Second Coalition (GB, Russia, Austria, and Ottoman Empire) threatened France with invasion and this hastened the need for a change of government and led to the fall of the Directory.