



Mark Scheme (Results)

November 2021

Pearson Edexcel International GCSE
History (4HI1/2A)

Paper 2: Investigation Studies

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at: www.pearson.com/uk

November 2021

Publications Code 4HI1_2A_rms_20220224

All the material in this publication is copyright

© Pearson Education Ltd 2021

General marking guidance

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

How to award marks

Finding the right level

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

Placing a mark within a level

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

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

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

Generic Level Descriptors for Paper 2

SECTION A Question (a)

Targets: AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Simple, valid comment is offered about feature(s) with limited or no supporting information
2	3–4	Features of the period are identified and information about them is added. Maximum 3 marks for an answer dealing with only one feature.
3	5–6	Features of the period are explained showing good knowledge and understanding of the period studied.

Section A: Question (b)

Target: AO3 (8 marks): Use a range of source material to comprehend, interpret and cross-refer sources.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Answers make simple valid comment that identifies agreement or difference but with limited source use. Simple comprehension of the source material is shown by the extraction or paraphrase of some content.
2	3–5	Answer offers valid comment that identifies agreement and/or difference, using sources. Comprehension and some analysis of the sources is shown by the selection and use of material to support a comparison. Both agreement and disagreement must be identified for 5 marks.
3	6–8	Answer provides an explained evaluation of the extent of support. The sources are cross-referred and comparisons used to support reasoning about the extent of support.

Section A: Question (c)

Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	- Answers offers simple, valid comment to agree with or counter the interpretation. - Limited analysis of the provided materials is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. - Generalised contextual knowledge is included and linked to the evaluation. - The overall judgement is missing or asserted.
2	5–8	- Answers offers valid comment to agree with or counter the interpretation. - Some analysis is shown in selecting and including details from the provided materials to support this comment. - Some relevant contextual knowledge is included and linked to the evaluation. - An overall judgement is given but it's justification is insecure or undeveloped and a line of reasoning is not sustained.
3	9–12	- Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. - Good analysis of the provided materials is shown, indication differences and deploying this to support the evaluation. - Relevant contextual knowledge is used directly to support the evaluation. - An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	13–16	- Answer provides an explained evaluation reviewing alternative views in coming to a sustained judgement. - Precise analysis of the provided materials is shown, indicating differences, and deploying this material to support the evaluation. - Relevant contextual knowledge is precisely selected and used directly to support the evaluation. - An overall judgement is justified and the line of reasoning is coherent, sustained and logically structured.

Section B Question (a)

Targets: AO1 (2 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	- Simple comment is offered about similarity(ies)/difference(s). [AO2] - Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	- Similarities/differences are explained. [AO2] - Specific information about the topic is added to support the explanation [AO1] Maximum 3 marks for an answer dealing with only one similarity / difference.
3	5–6	- Similarities/differences are explained, making explicit comparisons [AO2] - Specific information about both periods is added to support the comparison [AO1]

Section B: Question (b)

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

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	- Simple comment is offered about cause(s). [AO2] - Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–5	- Features of the period are analysed to explain causes. [AO2] - Specific information about the topic is added to support the explanation. [AO1]
3	6–8	- Features of the period are analysed to explain causes and to show how they led to the outcome. [AO2] - Accurate and relevant information is included to support the explanation, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Section B: Question (c)

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

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge of the topic is shown. [AO1] • The overall judgement is missing or asserted. [AO2]
2	5–8	• An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1] • The overall judgement is given but its justification is asserted or insecure. [AO2] Maximum 6 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.
3	9–12	• An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] Maximum 10 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.

4	13-16	• An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.
---	-------	--

SECTION A: Historical Investigation

A1: The origins and course of the First World War, 1905-18

Question	
A1 (a)	Describe TWO features of EITHER the Anglo-German naval race OR the battle of Passchendaele. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods 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 guidance For example, for the Anglo-German naval race: • The Anglo-German naval race began with the passing of the first German Naval Law in 1898. The Law aimed to create a naval force that could compete with the British navy in size and strength. • Britain was dependent on having the most powerful navy in the world for the defence of its empire and trade. In the years before 1914, it built a still more powerful fleet, notably the Dreadnought class of battleship. For example, for the battle of Passchendaele: • The battle of Passchendaele was an Allied offensive on the western front between July and November 1917. It was hoped the offensive would inflict a decisive victory over the Germans before they defeated the Russian army in the east. • The battle took place in the heaviest rain seen for 30 years that turned the battlefield into a quagmire. In over three months of heavy fighting, few of the battle's objectives were reached, despite 325 000 Allied casualties.	

Question	
A1 (b)	How far does Source A support the evidence of Source B about the difficulties faced by the Allied army at Gallipoli in 1915? Explain your answer. Target: AO3 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.
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. Both agreement and disagreement must be identified for 5 marks. Indicative content Points of agreement may include: • The sources agree that the Allied troops were met with relentless resistance from the Turks – Source A refers to 'assault after assault' while Source B mentions 'day and night we have been attacked' • The sources agree that the topography at Gallipoli hindered the Allied troops – Source A indicates that there were 'not many good landing places' while Source B mentions the 'bushes' in which the Turks sheltered. Points of difference may include: • Source A refers to the preparedness of the Turks opposing the Allied troops ('landing places...well placed.') – this is not mentioned in Source B • Source B refers to the weakness of the Allied army ('young and inexperienced') – this is not mentioned in Source A. Points regarding extent may include: • There is some difference in emphasis between Sources A and B over the relative preparedness of the Allied and Turkish forces at Gallipoli • The sources strongly agree that the Allied landings were very difficult due to the stiff resistance of the Turks and the nature of the battlefield.	

Question	
A1 (c)	Extract C suggests that the Gallipoli campaign failed because of the strengths of the Turks. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. 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 which support the view may include: - Source A and Extract C indicate that the Turks were thoroughly prepared to defend the landing beaches – Source A refers to 'barbed wire...trenches...machine guns' while Extract C mentions that 'they knew an attack was coming' - Sources A and B suggest that the Turkish defenders were fully committed to the defence of their country – both refer to continuous attacks - Both Sources A and Extract C indicate that the Turks had the numbers of men sufficient to drive the Allies away – Source A refers to the importance of 'new Turkish troops' while Extract C mentions the '84 000' men sent to the area - The Turkish army was staffed by experienced German officers together with younger and gifted Turks who had knowledge of the area, like Mustafa Kemal. The Turkish troops were motivated massively by patriotism in defence of their motherland. Relevant points which counter the view may include: - Sources A and B indicate that the topography of the Gallipoli area did not lend itself to such an invasion – Source A refers to the paucity of 'good landing places' while Source B refers to the 'bushes' - Extract C refers to the difficult conditions ('water was scarce') for the Allied soldiers who made it ashore but were pinned down on the beaches – this made a successful campaign difficult - Extract C refers to the criticisms made of the Allied generals in considering the failure of the campaign - The Gallipoli campaign was poorly conceived and over-ambitious. Early naval attacks indicated the strength of Turkish resistance yet politicians, notably Churchill, ignored objections and pressed on with troop landings regardless.	

A2: Russia and the Soviet Union, 1905-24

Question	
A2 (a)	Describe TWO features of EITHER Stolypin's policy of repression OR the closure of the Constituent Assembly. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods 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 guidance For example, for Stolypin's policy of repression: • Stolypin's policy of repression began in 1906 following the end of the 1905 Revolution. He sought to weaken opposition to Tsarism and to strengthen the autocracy. • Stolypin introduced special tribunals, which speeded up the arrest and conviction of revolutionaries. In 1907, Stolypin amended the electoral laws to lessen the representation of opponents in the duma. For example, for the closure of the Constituent Assembly: • The closure of the Constituent Assembly took place in January 1918 after it had met for only one day. The closure was ordered by Lenin, whose Bolshevik Party had seized control of Russia in October 1917. • The Constituent Assembly was dominated by parties other than the Bolsheviks, like the Social Revolutionaries. The closure was enforced by Red Guards who barricaded the entrances to the Tauride Palace.	

Question	
A2 (b)	How far does Source A support the evidence of Source B about the situation in Russia in 1916? Explain your answer. Target: AO3 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.

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.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the mood of the Russian people was bad – Source A refers to their 'complaints' while Source B mentions that they are 'unsettled' and the possibility of 'serious unrest'
- The sources agree that food and other shortages were contributing to the difficulties of the people – Source A refers to the long queues outside bread shops and Source B to necessities being 'impossible to find'
- The sources agree that the government was a focus of discontent for the people – Source A refers to the people being 'angered' by the 'mistakes of their leaders' and Source B to the extent of opposition worse than '1905-06'.

Points of difference may include:

- Source A identifies the Tsarina and Rasputin as focuses of criticism and suggests that the Tsar was losing popularity as a result – this is not mentioned in Source B.

Points regarding extent may include:

- Sources A and B differ in emphasis on the damage being done to the reputation of the royal family as a result of the government's failings
- The sources strongly agree that the Russian people were increasingly desperate during 1916 and focusing their anger on their leaders.

Question	
A2 (c)	Extract C suggests that the main cause of Nicholas II's abdication was his own mistakes. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. 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 which support the view may include: - Sources A and B refer to the discontent with Russia's leaders, who they felt were contributing to their woes – in an autocracy, government failures could only be the fault of the Tsar personally - Source A refers to the enlarged role of Rasputin in Russia's government during 1916, while both Source A and Extract C refer to the conduct of the Tsarina – both were possible because of the Tsar's weakness and mistakes - Extract C refers to Nicholas' 'disastrous decision' to take control of the Russian army in 1915 - Nicholas believed firmly in his own autocratic powers but lacked the character and ability to live up to the responsibilities they entailed. His marginalisation of the duma during the war contributed to his isolation during the crisis of February 1917. Relevant points which counter the view may include: - Sources A and B refer to the effects of economic problems in Russia that predated Nicholas' reign and were not directly his fault - Source A refers to the behaviour of Rasputin in bringing Tsarism into disrepute during 1916 - Source A and Extract C refer to the 'German-born' Tsarina ('plotting with Germany') as a focus for popular resentment - Russia was ill-prepared to endure a long war due to its long-standing backwardness in comparison with other European powers. Problems with transport and agriculture contributed enormously to the political crisis that culminated in February 1917.	

A3: The USA, 1918-41

Question	
A3 (a)	Describe TWO features of EITHER advertising in the USA in the 1920s OR Hoover's reaction to the Great Depression. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods 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 guidance For example, for advertising in the USA in 1920s: • A feature was that there were many different types of advertising. Advertising appeared in newspapers, magazines, billboards and on the radio • A feature was that advertising was a big business. By 1929 over half a million people were employed in the industry and over \$2 billion dollars was spent by companies advertising their products. For example, for Hoover's reaction to the Great Depression: • A feature of Hoover's reaction was that it reflected his beliefs in laissez-faire, volunteerism and self-reliance. He believed it was not the job of the government to tell people how to live their lives. • Hoover used a range of methods to help industry and agriculture. He set up the Agricultural Marketing Act and doubled spending on public works.	

Question	
A3 (b)	How far does Source A support the evidence of Source B about the beliefs of the Ku Klux Klan in the 1920s? Explain your answer. Target: AO3 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.
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. Both agreement and difference must be identified for 5 marks. Indicative content Points of agreement may include: • The sources agree that the Klan did not like foreigners. Source A says they were 'anti-foreigners' whilst Source B talks about how they want to stop immigration • The sources agree that the Klan did not like Catholics. Source A says their message was 'Anti-Catholics', and Source B says the Klan wanted to stop the Catholics taking over the Democratic Party. Points of difference may include: • The sources differ about the beliefs of the Klan in politics. Source B talks of a desire to increase good government, but there is no mention of this in Source A • Source A calls the beliefs of the Klan shameful and 'un-American', but Source B suggests that the Klan believed in supporting the real Americans – the children of the early settlers. Points regarding extent may include: • There is some disagreement between Sources A and B about the extent to which racial discrimination was central to the beliefs of the Klan • The sources strongly agree about the Klan's opposition to foreign influence in the USA.	

Question	
A3 (c)	Extract C suggests that the Ku Klux Klan had great support in the 1920s. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. 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 which support the view may include: • Source A says the Klan are recruiting and had growing numbers. This suggests that their views were popular • Source B says the Klan had won support for its ideas, had millions of members and many millions of others who agree with Klan views • Extract C says that the Klan had 5 million members, including people in important positions • Klan members included police officers, judges and senators, which meant that the Klan was popular amongst those who made and enforced the law. Relevant points which counter the view may include: • In Source A, the recruiter was told that there was no interest in his views • Source B says that some members have left the organisation, suggesting discontent with it • Extract C states that the Klan lost support as many Americans considered Klan members to be violent racists. • By the end of the 1920s, Klan membership had declined significantly as many Americans became disillusioned with its confrontational approach.	

A4: The Vietnam Conflict, 1945-75

Question	
A4 (a)	Describe TWO features of EITHER the Geneva Conference (1954) OR university protests in the USA against the Vietnam War. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods 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 guidance For example, for the Geneva Conference (1954): • The Geneva Conference was called to discuss the situation in Indochina following the collapse of French power in the region. It was attended by representatives from France, the USSR, China and the UK, as well as those from Vietnam. • The Geneva Accords agreed that Vietnam would become independent from France. Vietnam would also be divided for two years, during which time the country would be demilitarised and prepared for elections to unify North and South. For example, for university protests in the USA against the Vietnam War: • University protests against the war took place during the mid-1960s as the scale of US involvement in Vietnam increased. Students protested against the Draft and the damage wrought by US actions on the Vietnamese people • Most campus protests were peaceful though there was occasional damage to property. At Kent State University in Ohio in 1970, four students were killed during anti-war protests.	

Question	
A4 (b)	How far does Source A support the evidence of Source B about Operation Rolling Thunder? Explain your answer. Target: AO3 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.

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.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that damage has been caused by American bombing – Source A refers to the bridge being 'scarred and twisted' while Source B refers to 'great' damage to 'buildings and communications'
- The sources agree that North Vietnam continued to function despite the bombing – Source A notes that an important bridge was 'still open' and Source B states that the air attacks had 'not greatly disrupted the economy'.

Points of difference may include:

- Source A refers to the difficulties faced by US bombers in hitting their targets accurately ('between two steep hills') – this is not mentioned in Source B
- Source B suggests that Operation Rolling Thunder may have been counter-productive by strengthening 'anti-American feeling' in North Vietnam – this is not mentioned in Source A.

Points regarding extent may include:

- There is some difference of emphasis between Sources A and B concerning the impact of Operation Rolling Thunder on morale in North Vietnam
- The sources strongly agree that, while Operation Rolling Thunder caused significant damage in North Vietnam, this did not seriously hamper the North Vietnamese war effort.

Question	
A4 (c)	Extract C suggests that Operation Rolling Thunder did little to help the USA win the war. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. 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 which support the view may include:

- Source A and Extract C indicate that the effects of US bombing on transport in North Vietnam were not permanent – in Source A, the bridge remained open and Extract C refers to the scale of the efforts to keep communications open
- Extract B and Extract C indicate that the North Vietnamese economy continued to function – Source B states that the bombing did not impact on the economy 'greatly' while Extract C refers to factories being 'rebuilt' outside the cities
- Source B and Extract C refer to how the bombing galvanised the North Vietnamese against the USA – Source B suggests the North Vietnam government used it to fuel propaganda while Extract C shows how one 14 year-old girl was 'just angry'
- Because North Vietnam imported most of its military essentials, supply was not greatly affected by the bombing. TV pictures of the bombings and their effects contributed to anti-war movements both in the USA and outside.

Relevant points which counter the view may include:

- Sources A and B, and Extract C, provide evidence of the scale of US bombing, which had a hugely destructive effect on North Vietnam and limited its capacity to wage war ('1000 US aircraft', 'Massive...attacks', '128 000 tonnes...1966 alone.')
- Source B states that the bombing affected agriculture and caused 'food shortages' in North Vietnamese cities
- Extract C provides evidence of the massive disruption caused by the bombing to the daily life of the North Vietnamese people, so compromising their war effort and morale ('Half of the citizens of Hanoi...countryside', 'Millions ... transportation.')
- US bombing certainly slowed the supply of materiel to the Viet Cong in the south along the Ho Chi Minh Trail, much of which was only operational at night. Rolling Thunder helped pave the way for peace talks to begin in Paris in January 1969.

A5: East Germany, 1958-90

Question	
A5 (a)	Describe TWO features of EITHER propaganda and censorship in the GDR OR state visits (1969-87). AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods 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 guidance For example, for propaganda and censorship in the GDR: • Propaganda and censorship were used extensively in the GDR and controlled the ways in which citizens reacted to the regime internally and to the outside world. Free expression was curbed and criticism suppressed. • Propaganda stressed the successes of socialism, and the failures of the west, through media such as posters and the Black Channel. Most writers and journalists submitted to censorship. For example, for the importance of state visits (1969-87): • State visits, by GDR politicians abroad or by welcoming foreign representatives to the GDR, helped gain international recognition for East Germany. They were meant to demonstrate that the GDR was a separate and independent state • An important state visit came in 1971, when FRG Chancellor Willy Brandt visited the GDR. State visits followed the signing of the Basic Treaty with the FDR in 1972 with Honecker visiting Austria and Italy, for example.	

Question	
A5 (b)	How far does Source A support the evidence of Source B about the importance of sport in the GDR? Explain your answer. Target: AO3 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.

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.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that sport was important in the GDR – Source A refers to it as being 'very, very important' while in Source B, the leader of the GDR personally welcomed athletes back after a successful Olympic Games
- The sources agree that sport had a positive effect on the GDR and its people – Source A refers to its role in creating 'unity and pride' while Source B says the successful athletes have 'greatly pleased all our citizens'.

Points of difference may include:

- Source A refers to the official emphasis placed on sport amongst the young in schools and clubs – this is absent from Source B
- Source B refers to the way in which sport was used to enhance the international reputation of the GDR and its socialist system – this is absent in Source A.

Points regarding extent may include:

- There is some difference in emphasis between Sources A and B about the importance of sport in the GDR – Source A emphasises its domestic importance to the government while Source B focuses on its international importance
- The sources strongly agree that sport played a crucial role in the life of GDR citizens and of the state.

Question	
A5 (c)	Extract C suggests that sport was encouraged in East Germany mainly to improve the reputation of the GDR abroad. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. 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 which support the view may include: • Source B refers to the use of sporting success that 'strengthened the reputation of the GDR all over the world' and was used for the 'glory of the GDR' • Extract C refers the way in which sport bolstered the international recognition of the GDR as a separate state ('own... flag and national anthem') • Extract C refers to the way in which sporting success demonstrated the 'superiority of communism' ('second in the medal table') • From the 1960s, GDR sporting teams appeared to validate the permanent division of Germany. The enormous success of GDR teams (in athletics, gymnastics and swimming especially) signified the growing divergence of the two German states. Relevant points which counter the view may include the following: • Sources A and B, and Extract C, provide evidence that sport was important in inculcating a sense of national pride among GDR citizens and in unifying society • Source A and Extract C indicate that sport was important in the GDR for the encouragement of fitness and health ('lessons were two hours long, three days a week') • Extract C refers to the economic advantages of sport in improving 'the performance of the economy' • Sporting clubs, supervised by the state, played a vital role in bringing citizens of the GDR under the control of the state during their leisure time. Suspicions about the 'doping' of GDR athletes increasingly damaged the reputation of the GDR abroad.	