



Mark Scheme (Results)

Summer 2022

Pearson Edexcel International

GCSE in History (4HI1/2A)

Paper 2: Investigation and Breadth
Studies

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General marking guidance

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

How to award marks

Finding the right level

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

Placing a mark within a level

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

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

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

Generic Level Descriptors for Paper 2

SECTION A Question (a)

Targets: A01 (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	<ul style="list-style-type: none">Simple, valid comment is offered about feature(s) with limited or no supporting information
2	3–4	<ul style="list-style-type: none">Features of the period are identified and information about them is added. <p>Maximum 3 marks for an answer dealing with only one feature.</p>
3	5–6	<ul style="list-style-type: none">Features of the period are explained showing good knowledge and understanding of the period studied.

Section A: Question (b)

Target: A03 (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	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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. <p>Both agreement and difference must be identified for 5 marks.</p>
3	6–8	<ul style="list-style-type: none">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: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.

A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 A: Historical Investigation

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

Question	
A1 (a)	<p>Describe TWO features of EITHER the system of alliances and ententes before 1914 OR the Allied drive to victory (July-November 1918).</p> <p>AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for the system of alliances and ententes before 1914:</p> <ul style="list-style-type: none">• The system of alliances and ententes before 1914 was created by secret treaties signed between the Great Powers. The alliances and ententes detailed the assistance to be given to others in the agreement if they were attacked• The Triple Alliance was made up of Germany, Austria-Hungary and Italy, while the Triple Entente involved Britain, Russia and France. These were the two different 'sides' at the outbreak of the First World War. <p>For example, for the Allied drive to victory (July-November 1918):</p> <ul style="list-style-type: none">• The Allied drive to victory was a series of offensives undertaken by French, British and American troops that ended the First World War. The first offensive was the Battle of Soissons, on the Western Front, in July 1918• During the Battle of Amiens in August, the German lines began to collapse. Allied troops broke through the Hindenburg Line of German defences in September, leaving Germany open to invasion.	

Question	
<p>A1 (b)</p>	<p>How far does Source A support the evidence of Source B about Germany's actions at the start of the Second Moroccan Crisis (1911)? Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> • The sources agree Germany sent an armed naval vessel ('gunboat', 'warship') to the port of Agadir at the start of the Second Moroccan Crisis • The sources agree that Germany's actions were planned in advance – Source A refers to already having encouraged German businessmen to complain, while Source B states that the 'plan' was 'carefully thought out' • The sources agree that Germany's actions were motivated by business interests – Source A refers to the desire to keep a rich 'mining and agricultural area' and Source B to the need 'to protect their businessmen'. <p>Points of difference may include:</p> <ul style="list-style-type: none"> • Source B refers to Germany's actions being motivated by the possibility of dividing 'Britain and France' – this is not mentioned in Source A. <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> • There is some difference in emphasis between Sources A and B with regard to the reasons why Germany acted as it did at the start of the Second Moroccan Crisis • The sources strongly agree that Germany planned in advance to send a gunboat to Agadir at the start of the Second Moroccan Crisis. 	

Question	
<p>A1 (c)</p>	<p>Extract C suggests that Germany's intervention in Morocco in 1911 was mainly for economic reasons.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content:</p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> • Source A and Extract C refer to Germany's intervention in Morocco as being motivated by 'mining' and other economic ambitions • Sources A and B state that Germany intervened to protect German businessmen in Morocco • Extract C indicates that Germany desired 'a better share of the economic riches' in Morocco • Germany was determined to build an empire so it could enjoy the same economic benefits as other imperial powers. The Crisis ended when it was compensated with land elsewhere in Africa and German business interests in Morocco were guaranteed. <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> • Source A suggests that the protection of German businessmen in Morocco was simply an excuse for German intervention • Source B indicates that Germany's intervention was in order to destroy Anglo-French friendship • Extract C refers to French doubts about Germany's real intentions and the fear in Britain that Germany's intervention in Morocco was part of a strategy to 'achieve European domination.' • Many in France and Britain believed Germany's aim was to destroy their political and military cooperation initiated by the Entente Cordiale. Britain feared that Germany's actions in Morocco were a threat to its navy in the Mediterranean. 	

A2: Russia and the Soviet Union, 1905-24

Question	
A2 (a)	Describe TWO features of EITHER Nicholas II's attitude to the first four <i>dumas</i> OR opposition to the NEP. 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 Nicholas II's attitude to the first four <i>dumas</i> : <ul style="list-style-type: none">• Nicholas II's attitude to the first four <i>dumas</i> was one of resentment and obstruction. Nicholas accepted a <i>duma</i> after the Revolution of 1905-06 but did not approve of it• Nicholas believed that the <i>dumas</i> were a challenge to his autocratic power. Nicholas introduced measures that reduced the powers and influence of the third and fourth <i>dumas</i>. For example, for opposition to the NEP: <ul style="list-style-type: none">• Opposition to the NEP was present in the Bolshevik Party from its introduction in 1921. Many Bolsheviks believed that the re-introduction of 'capitalist' ideas was a betrayal of the Revolution• Leading figures like Trotsky were opposed to the re-introduction of private trade and the loosening of state control in the NEP. The conspicuous prosperity of the 'NEPmen' and the 'kulaks' was unpopular.	

Question	
<p>A2 (b)</p>	<p>How far does Source A support the evidence of Source B about the problems facing the Provisional Government? Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> • The sources agree that a problem for the Provisional Government was that it did not have total support in Russia – Source A describes the Soviet as an alternative authority in Russia and Source B refers to opposition from the Bolsheviks • The sources agree that handling the war was a problem for the Provisional Government – Source A states that its 'military' orders were subject to the approval of the Soviet and Source B that the people should oppose its conduct of the war. <p>Points of difference may include:</p> <ul style="list-style-type: none"> • Source A only identifies the Provisional Government's 'military' decisions as being subject to challenge whereas Source B states that it must be opposed in all matters ('completely') • Source B states that the Provisional Government should hand over power entirely to the Soviets – this is absent from Source A. <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> • Sources A and B differ about the extent to which the Provisional Government should be obeyed • The sources strongly agree a major problem for the Provisional Government was that it did not have the full support of the Russian people, especially with regard to its handling of the war. 	

Question	
A2 (c)	<p>Extract C suggests that the biggest problem facing the Provisional Government was that it lacked authority.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>

Marking instructions

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

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

Indicative content:

Relevant points which support the view may include:

- Sources A states that the authority of the Provisional Government over 'military' matters was to be shared with the Petrograd Soviet
- Source B indicates that the authority of the Provisional Government was under threat from radical opposition groups like the Bolsheviks
- Extract C refers to the Provisional Government's lack of electoral legitimacy and to accusations that it represented mainly the interests of the rich
- The Provisional Government only assumed power upon the Tsar's abdication and delayed elections because of the war. Increasingly, divisions with the Soviet weakened the authority of the Provisional Government.

Relevant points which counter the view may include:

- Sources A indicates that the Provisional Government's authority was challenged only on military matters and suggests that its decisions were obeyed on all others
- Sources A and B refer to Russia's involvement in the First World War, which caused major problems for the Provisional Government
- Extract C refers to the many economic problems faced by the Provisional Government, including shortages of basic goods and inflation
- The Provisional Government faced major problems because the war forced it to delay the demands of the people for radical change. Some of the changes it did introduce (e.g. the relaxation of censorship, industrial reform) only added to its problems.

A3: The USA, 1918-41

Question	
A3 (a)	Describe TWO features of EITHER flappers in the 1920s OR the opposition of the Supreme Court to the New Deal. 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, flappers: <ul style="list-style-type: none">• A feature of flappers was that they did not dress in the traditional way. They had shorter skirts, wore make up and bobbed and coloured their hair• A feature of flappers was that they challenged the traditional image of women. They behaved independently, for example going on dates without chaperones. For example, the opposition of the Supreme Court to the New Deal: <ul style="list-style-type: none">• A feature of the Supreme Court's opposition to the New Deal was that it involved striking down New Deal legislation, for example, in the Sick Chicken Case, the Court said the NRA had too much power• A feature of the Supreme Court's opposition to the New Deal was that Roosevelt threatened to appoint new judges who would be more sympathetic to his policies.	

Question	
<p>A3 (b)</p>	<p>How far does Source A support the evidence of Source B about Sacco and Vanzetti? Explain your answer.</p> <p>Target: AO3 (8 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and difference must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> • The sources agree that Sacco and Vanzetti did not hide their political beliefs. Source A says they admitted to being communists and Source B says the same thing • The sources agree that the trial was not 'fixed'. Source A says it was a thoroughly fair trial and Source B says the authorities didn't stage a trial just to find them guilty. <p>Points of difference may include:</p> <ul style="list-style-type: none"> • Source B says that the trial revolved around them being the 'reddest of Reds', whereas Source A says the trial had 'nothing to do with redness' • Source B says that Sacco and Vanzetti stood no chance of being found not guilty whereas Source A suggests they 'had a thoroughly fair trial'. <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> • There is some agreement between Sources A and B about the political background of the trial • The sources strongly disagree about the reasons why the men were on trial. 	

Question	
<p>A3 (c)</p>	<p>Extract C suggests that that Sacco and Vanzetti were convicted because they were foreigners. How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content:</p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> • Source A mentions that people were saying the two men might have been tried as 'Reds'. Communism was considered un-American • Source B suggests that Sacco and Vanzetti were behaving in an un-American way and that counted against them • Extract C suggests that being a foreigner in the 1920s meant you weren't treated with respect • There was a growth in opposition to immigration at this time, with laws passed to establish quotas restricting it. This shows the prevailing anti-foreigner context in which the trial took place. <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> • Source A suggests that the trial was fair and that every consideration was given to Sacco and Vanzetti. So, they received a fair trial despite being foreigners • Source B refers to how Sacco and Vanzetti stood no chance of being found not guilty because Americans at the time were frightened by their political beliefs, not their nationality • Extract C says that there was 'massive support' for the two men. That implies that many Americans were not bothered by their nationality • There was so much public concern about the case that the Governor of Massachusetts set up an independent inquiry, which found that the two men were guilty. 	

A4: The Vietnam Conflict, 1945-75

Question	
A4 (a)	Describe TWO features of EITHER life in South Vietnam under Ngo Dinh Diem OR Hearts and Minds. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for life in South Vietnam under Ngo Dinh Diem:</p> <ul style="list-style-type: none">• Life in South Vietnam under Ngo Dinh Diem was characterised by rigged elections, government corruption and nepotism. Diem heavily favoured the Catholic minority of South Vietnamese over the Buddhist majority• Diem introduced land reforms to reduce rents and improve cultivation. He attempted to stop Vietcong infiltration in rural areas through the Strategic Hamlet Programme. <p>For example, for Hearts and Minds:</p> <ul style="list-style-type: none">• Winning Hearts and Minds was a strategy used by the USA in order to win the popular support of the South Vietnamese people. It was complementary to winning the war against communism by conventional means, i.e. by military force• Keeping the South Vietnamese people safe and secure from Vietcong infiltration was vital to the Hearts and Minds strategy. Social improvements were used by the United States to win Hearts and Minds, e.g. road building and electrification.	

Question	
A4 (b)	<p>How far does Source A support the evidence of Source B about the results of the Tet Offensive? Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.</p>

Marking instructions

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

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

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the Tet Offensive was a setback for the Vietcong – Source A states that it 'failed to achieve its objectives' while Source B describes it as a 'great defeat'
- The sources agree that many Vietcong guerrillas were killed during the Tet Offensive – Source A states that 'a third' of its forces were killed while Source B states that it suffered 'great losses'.

Points of difference may include:

- Source B refers to the ability of the Vietcong to regroup in Cambodia following the Tet Offensive where the US army were forbidden from following – this is not mentioned in Source A
- Source A states that the Vietcong 'still had the power' to wage war in South Vietnam following Tet whereas Source B refers to it being 'almost destroyed' and needing 'years' to rebuild.

Points regarding extent may include:

- There is some difference between Sources A and B concerning the ability of the Vietcong to continue fighting after the Tet Offensive
- The sources strongly disagree that the Tet Offensive was a failure for the Vietcong and that its forces suffered heavy losses.

Question	
<p>A4 (c)</p>	<p>Extract C suggests that the defeat of the Tet Offensive was not a victory for the USA.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content:</p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> • Source A states that the Vietcong still had the capacity to fight on after Tet and suggests that the US Army was forced to prioritise the defence of South Vietnamese cities at the expense of rural areas • Source B states that Vietcong fighters retreated into Cambodia where they were safe from further US attacks and could still pose a threat • Extract C indicates that the Tet Offensive had a considerable effect on public opinion in the USA and weakened the desire of the US people to fight on • The Tet Offensive was so damaging to the US government that President Johnson eventually decided not to stand again. Though the Vietcong was badly damaged, the North Vietnamese army continued to launch offensives throughout 1968. <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> • Source A indicates that the US Army maintained control of South Vietnam despite 'the enemy's massive offensive.' • Sources A and B, and Extract C, provide evidence of the considerable losses suffered by Vietcong guerrillas during the Tet Offensive – Source B and Extract C indicate that the Vietcong was weakened for years as a result • Extract C states that, as a result of the Tet Offensive, North Vietnam agreed to take part in peace talks • The US Army won a number of clear victories over the communists during the Tet Offensive, e.g. at Hue. The amount of communist-held territory in South Vietnam was greatly reduced and recruitment to the Vietcong dropped considerably. 	

A5: East Germany, 1958-90

Question	
A5 (a)	Describe TWO features of EITHER economic problems in the 1980s OR Gorbachev's visit to the GDR in October 1989. AO1 (6 marks): Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content guidance</p> <p>For example, for economic problems in the 1980s:</p> <ul style="list-style-type: none">• Economic problems in the 1980s included the shortage of consumer goods available to GDR citizens. The planned economy was inefficient and produced high volumes of shoddy and expensive products that were impossible to sell• High defence and welfare spending placed great pressure on the finances of the GDR government. In the 1980s, the government cut social welfare benefits, sold Soviet oil abroad and took out loans from the FRG to rescue the economy. <p>For example, for Gorbachev's visit to the GDR in October 1989:</p> <ul style="list-style-type: none">• Gorbachev visited the GDR in October 1989 to mark the fortieth anniversary of the creation of East Germany. He was greeted enthusiastically by crowds of young East Germans hoping he would support reform of the political system• During his visit, Gorbachev urged Honecker to reform and refused him the support of the Soviet Union to crush anti-government demonstrations in the GDR. Honecker stepped down less than two weeks after Gorbachev's visit.	

Question	
<p>A5 (b)</p>	<p>How far does Source A support the evidence of Source B about women in the GDR? Explain your answer.</p> <p>Target: A03 (8 marks) Use a range of source material to comprehend, Interpret and cross-refer sources.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p>Indicative content</p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> • The sources agree that women in the GDR were responsible for looking after the home and children – Source A refers to 'their duties as mothers and housewives' while Source B states that in the home, 'the main burden is carried by women' • The sources agree that many women in the GDR work – Source A refers to 'women in work' while Source B states that childcare must be improved so that 'women can still go out to work'. <p>Points of difference may include:</p> <ul style="list-style-type: none"> • Source A suggests that men are unsympathetic to the difficulties facing women in the GDR ('instead of helping women') while Source B refers to men 'sharing domestic responsibilities' • Source B refers to the granting of equal legal rights to women in the GDR – this is absent in Source A. <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> • There is some difference between Sources A and B about the level of sympathy and support given to women in the GDR by men • The sources strongly agree that women in the GDR faced the dual 'burden' of having to work and take on the responsibilities of child-raising and the home. 	

Question	
A5 (c)	<p>Extract C suggests that the lives of women in the GDR had improved enormously by 1987.</p> <p>How far do you agree with this interpretation?</p> <p>Use Extract C, Sources A and B and your own knowledge to explain your answer.</p> <p>Targets: A03 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p>A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A suggests that party leaders were aware of the difficulties facing women in the GDR and were anxious to address discrimination ('men invent reasons that are supposed to prove...')
- Source B refers to the attainment by women of 'equal legal rights' in the GDR and to the need to do more to assist them ('to enable...rights', 'to improve childcare')
- Extract C refers to the improvements made to family benefits and allowances in the GDR and to other legal gains ('entitled to one day off work...household duties.')
- The Family Code of 1966 provided for a woman's right to control her own life, e.g. widening access to divorce. The policy of equal rights for women was driven both by socialist ideology and the economic imperative that more women should work.

Relevant points which counter the view may include the following:

- Sources A and B refer to the dual burden facing many women in the GDR of having both to work and take on responsibility for looking after children and the home
- Source A refers to the discriminatory attitudes faced by some women in work in the GDR ('women have less understanding...business problems.')
- Extract C states that many women in the GDR were trapped in 'low-skill jobs' and suggests that they were passed over for promotion
- The support for the family provided by the state was mainly targeted at mothers, preserving the traditional idea of women as homemakers. Despite legal equality, women still faced discrimination in work and no woman ever sat in the Politburo.

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