



Mark Scheme (Provisional)

Summer 2021

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 first candidate in exactly the same way as they mark the last.
- 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.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- 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.

# Generic Level Descriptors for Paper 2

## SECTION A Question (a)

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**Targets: A01 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"><li>Simple, valid comment is offered about feature(s) with limited or no supporting information</li></ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"><li>Features of the period are identified and information about them is added.</li></ul> <p><b>Maximum 3 marks for an answer dealing with only one feature.</b></p>
<b>3</b>	<b>5–6</b>	<ul style="list-style-type: none"><li>Features of the period are explained showing good knowledge and understanding of the period studied.</li></ul>

## Section A: Question (b)

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**Target: A03 (8 marks):** Use a range of source material to comprehend, interpret and cross-refer sources.

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"><li>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.</li></ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"><li>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.</li></ul> <p><b>Both agreement and disagreement must be identified for 5 marks.</b></p>
<b>3</b>	<b>6–8</b>	<ul style="list-style-type: none"><li>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.</li></ul>

## Section A: Question (c)

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**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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<ul style="list-style-type: none"><li>• Answers offers simple, valid comment to agree with or counter the interpretation.</li><li>• Limited analysis of the provided materials is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation.</li><li>• Generalised contextual knowledge is included and linked to the evaluation.</li><li>• The overall judgement is missing or asserted.</li></ul>
<b>2</b>	<b>5-8</b>	<ul style="list-style-type: none"><li>• Answers offers valid comment to agree with or counter the interpretation.</li><li>• Some analysis is shown in selecting and including details from the provided materials to support this comment.</li><li>• Some relevant contextual knowledge is included and linked to the evaluation.</li><li>• An overall judgement is given but it's justification is insecure or undeveloped and a line of reasoning is not sustained.</li></ul>
<b>3</b>	<b>9-12</b>	<ul style="list-style-type: none"><li>• Answer provides an explained evaluation, agreeing or disagreeing with the interpretation.</li><li>• Good analysis of the provided materials is shown, indication differences and deploying this to support the evaluation.</li><li>• Relevant contextual knowledge is used directly to support the evaluation.</li><li>• An overall judgement is given with some justification and a line of reasoning is generally sustained.</li></ul>
<b>4</b>	<b>13-16</b>	<ul style="list-style-type: none"><li>• Answer provides an explained evaluation reviewing alternative views in coming to a sustained judgement.</li><li>• Precise analysis of the provided materials is shown, indicating differences, and deploying this material to support the evaluation.</li><li>• Relevant contextual knowledge is precisely selected and used directly to support the evaluation.</li><li>• An overall judgement is justified and the line of reasoning is coherent, sustained and logically structured.</li></ul>

### Section B Question (a)

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**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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"><li>• Simple comment is offered about similarity(ies)/difference(s). [AO2]</li><li>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li></ul>
<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"><li>• Similarities/differences are explained. [AO2]</li><li>• Specific information about the topic is added to support the explanation [AO1]</li></ul> <p><b>Maximum 3 marks for an answer dealing with only one similarity/difference.</b></p>
<b>3</b>	<b>5-6</b>	<ul style="list-style-type: none"><li>• Similarities/differences are explained, making explicit comparisons [AO2]</li><li>• Specific information about both periods is added to support the comparison [AO1]</li></ul>

### Section B: Question (b)

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

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

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"><li>• Simple comment is offered about cause(s). [AO2]</li><li>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li></ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"><li>• Features of the period are analysed to explain causes. [AO2]</li><li>• Specific information about the topic is added to support the explanation. [AO1]</li></ul>
<b>3</b>	<b>6-8</b>	<ul style="list-style-type: none"><li>• Features of the period are analysed to explain causes and to show how they led to the outcome. [AO2]</li><li>• Accurate and relevant information is included to support the explanation, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li></ul>

## Section B: Question (c)

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

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

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"><li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li><li>• Limited knowledge of the topic is shown. [AO1]</li><li>• The overall judgement is missing or asserted. [AO2]</li></ul>
<b>2</b>	<b>5–8</b>	<ul style="list-style-type: none"><li>• An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material but a line of reasoning is not sustained. [AO2]</li><li>• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]</li><li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li></ul> <p><b>Maximum 6 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</b></p>
<b>3</b>	<b>9–12</b>	<ul style="list-style-type: none"><li>• An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li><li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li><li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li></ul> <p><b>Maximum 10 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</b></p>

4	13-16	<ul style="list-style-type: none"><li>• An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li><li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li><li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li></ul> <p><b>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</b></p>
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## SECTION A: Historical Investigation

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

Question	
<b>A1 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the Schlieffen Plan <b>OR</b> the sinking of the Lusitania.  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<b>Marking instructions</b>  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.  <b>Indicative content guidance</b> For example, for the Schlieffen Plan: <ul style="list-style-type: none"><li>• The Schlieffen Plan was devised by von Schlieffen, the Chief of the General Staff of the German Army, in 1905. It was a plan to deal with a simultaneous declaration of war on Germany by France and Russia</li><li>• Under the plan, Germany was to deploy the bulk of its military resources against Russia as soon as Russia started to mobilise its army. When Russia was defeated, within weeks so it was hoped, Germany would attack France.</li></ul> For example, for the sinking of the Lusitania: <ul style="list-style-type: none"><li>• The Lusitania was a British ocean liner, which sailed regularly across the Atlantic. It was sunk by a German U-boat off the coast of Ireland on the way from New York to Liverpool in May 1915</li><li>• Over 1100 people on board the Lusitania were killed, including 128 citizens of the USA. There were calls in the US for the USA to enter the war and the German navy abandoned, temporarily, unrestricted submarine warfare.</li></ul>	

Question	
<p><b>A1 (b)</b></p>	<p>How far does Source A support the evidence of Source B about the British offensive at Amiens in August 1918. Explain your answer.</p> <p><b>Target: A03 (8 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Both agreement and disagreement must be identified for 5 marks.</p> <p><b>Indicative content</b></p> <p>Points of agreement may include:</p> <ul style="list-style-type: none"> <li>• The sources agree that the British offensive at Amiens badly affected the German army – Source A refers to desertions and a 'demoralising effect' while Source B states that there was 'panic', disorganisation and bewilderment in the German ranks</li> <li>• The sources agree that the German army was unable to fight back against the British offensive at Amiens – both sources state that no counter-attack was attempted.</li> </ul> <p>Points of difference may include:</p> <ul style="list-style-type: none"> <li>• Source B claims that the British army has won a 'great victory', inflicting a 'humiliating defeat' on Germany – Source A merely concedes that the situation was 'serious' and that the British had penetrated German positions</li> <li>• Source A refers to 'large squadrons of tanks' as a factor in the British advance – this is not mentioned in Source B.</li> </ul> <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> <li>• There is some difference between Sources A and B over the extent of the damage done to the German army by the British at Amiens</li> <li>• The sources strongly agree that the battle disrupted German forces and that, as a result, they were unable to mount an effective response.</li> </ul>	
Question	

<b>A1 (c)</b>	<p>Extract C suggests that Germany signed the Armistice in November 1918 mainly because it had been defeated on the battlefield.</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><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
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### 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 indicates that the German army was seriously damaged by the British counter-attack at Amiens in August 1918 with morale shattered and desertions mounting
- Source B suggests that the Battle of Amiens was a major defeat for the Germans and a turning point in the war as 'such an extraordinary collapse' had not been witnessed before
- Both Sources A and B suggest that the German army was unable to fight back effectively after the defeat at Amiens – this is confirmed in Extract C which states that the Allied armies made 'unstoppable progress' following the battle
- The Allied counter-attack in the summer of 1918 broke the resistance of the Germany Army. By September, when the Hindenburg Line was breached, German military leaders conceded that an Armistice was essential to avoid invasion.

Relevant points which counter the view may include:

- Source A refers to the effects of 'problems at home in Germany' as a factor in the declining effectiveness of the German army, rather than defeat on the battlefield
- Extract C makes reference to there being 'already widespread unhappiness' with the Kaiser and the government in Germany
- Extract C indicates that there was 'disorder' in Germany during September and October, and the threat of 'major unrest at home'
- There was significant opposition to the conduct of the war in Germany as early as 1917, e.g. food shortages. This, combined with the effects of the British blockade, led to cross-party demands for an Armistice.

## A2: Russia and the Soviet Union, 1905-24

Question	
<b>A2 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the 1905 Revolution <b>OR</b> the abdication of the Tsar.  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content guidance</b></p> <p>For example, for 1905 Revolution:</p> <ul style="list-style-type: none"><li>• The 1905 Revolution was a wave of political and social unrest that spread across Russia during that year. This unrest followed defeat in the Russo-Japanese War and the events of Bloody Sunday</li><li>• During 1905, there were protests against Tsarism among many sections of the population, including the middle classes, factory workers, peasants and national groups. The Tsar used both repression and concessions to end the unrest.</li></ul> <p>For example, for the abdication of the Tsar:</p> <ul style="list-style-type: none"><li>• The abdication of the Tsar occurred in March 1917. Nicholas II was pressed to abdicate when his conduct of the war and domestic affairs ceased to have the confidence of army leaders and senior members of the duma</li><li>• In his abdication manifesto Nicholas II renounced the Russian throne on behalf of both himself and his son, Alexei. When his brother, Michael, refused the throne on the following day, the Romanov dynasty ended after more than 300 years.</li></ul>	

Question	
<b>A2 (b)</b>	<p>How far does Source A support the evidence of Source B about the signing of the Treaty of Brest-Litovsk in March 1918?</p> <p>Explain your answer.</p> <p><b>Target: AO3 (8 marks)</b> 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 Bolsheviks believed they had little choice but to accept the treaty – Source A states 'we had to sign' and Source B that 'we must accept this humiliating Brest-Litovsk treaty'
- The sources agree that Soviet Russia's enemies were planning to attack Russia and crush the Revolution – Source A states that Germany, Britain and France 'had come to an agreement' while Source B expects an 'inevitable' attack 'within days'.

Points of difference may include:

- Source A suggests that Germany deliberately attempted to make the terms of the Treaty unacceptable to Russia to justify a complete destruction of the Soviet government – this is not mentioned in Source B.
- Source B justifies accepting the Treaty on the grounds that Soviet Russia has 'no effective army' – this is not mentioned in Source A.

Points regarding extent may include:

- Sources A and B differ over the reasons that Soviet Russia was forced to sign - A suggests that the Germans, in proposing such a harsh peace, wanted to crush the Bolsheviks, while B emphasises the dire state of the Russian army in March 1918
- The sources strongly agree that, in the circumstances facing the Bolshevik government at the time, there was no other option but to sign the Treaty however harsh it was.

Question	
<b>A2 (c)</b>	<p>Extract C suggests that the Treaty of Brest-Litovsk did more harm than good to the Bolsheviks.</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><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> 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 and B suggest that the treaty harmed Bolshevik interests by the reluctance with which it was signed – Source B refers to the treaty as 'humiliating' for Russia
- Extract C refers to the harm caused to the Bolshevik cause by the huge expanse of territory surrendered as part of the treaty including 'important food-producing areas'
- Extract C refers to political divisions created by the Bolsheviks in signing the treaty which harmed their cause ('between the Bolsheviks...within the Bolshevik party itself')
- The terms of the treaty created enormous opposition to the new Bolshevik government and almost guaranteed the outbreak of civil war later in 1918. The loss of industrial centres in Ukraine was deeply harmful to the Bolshevik cause.

Relevant points which counter the view may include:

- Sources A and B both suggest that signing the treaty was essential if the new Bolshevik government was to survive its infancy
- Source B states that Russia did not have the military capacity to continue fighting even if it wanted to, suggesting that fighting on would have been worse for the Bolshevik cause
- Extract C suggests that signing the treaty benefitted the Bolshevik cause by fulfilling the promises made by Lenin in 1917 and satisfying the 'war-weary' Russian people
- Lenin rightly calculated that Germany's defeat would soon make the terms of the treaty null and void. The Bolsheviks were able to abjure the treaty in November 1918 and most of Russia's losses were later reversed.

### A3: The USA, 1918-41

Question	
<b>A3 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the Liberty League <b>OR</b> the Wagner Act (1935).  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content guidance</b></p> <p>For example, for the Liberty League:</p> <ul style="list-style-type: none"><li>• A feature of the Liberty League was that it was founded in 1934 after a series of strikes in the USA. It was funded by the rich business family the DuPonts and other American businessmen</li><li>• A feature of the Liberty League was that it was strongly opposed to Roosevelt's labour and social legislation. It called on American businessmen to defy the National Labor Relations Act.</li></ul> <p>For example, for the Wagner Act:</p> <ul style="list-style-type: none"><li>• A feature of Act was that workers were legally entitled to join a union. Unions could operate closed shops</li><li>• A feature of the Act was that a National Labor Relations Board was set up. It helped unions gain recognition from employers.</li></ul>	



Question	
<b>A3 (b)</b>	<p>How far does Source A support the evidence of Source B about the American stock market in the 1920s? Explain your answer.</p> <p><b>Target: A03 (8 marks)</b> 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 difference must be identified for 5 marks.

## **Indicative content**

Points of agreement may include:

- The sources agree that the value of shares on the stock market did rise. Source A says they have risen 'enormously', whilst Source B talks about how shares 'went up'
- The sources agree that there was money to be made through trading shares. Source A says buying shares can make you rich. Source B says, 'I was making money by buying shares.'

Points of difference may include:

- Source B shows how the stock market could also go down, but Source A gives the message that prices would continue to rise to make people rich
- Source B shows how people could behave foolishly in borrowing money to buy shares, whereas Source A talks about investing 'just' \$15 a week.

Points regarding extent may include:

- There is some agreement between Sources A and B about the possibility of making quick money
- The sources strongly disagree about the risks involved. Source A suggests it was virtually risk-free.

Question	
<p><b>A3 (c)</b></p>	<p>Extract C suggests that the Wall Street Crash occurred because investors were 'ready to believe almost anything'. 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><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content:</b></p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> <li>• Source A doesn't mention that shares might go down. So, investors were led to believe that it was a fail-safe way of making money</li> <li>• Source B refers to a café owner investing more money than he could afford if prices didn't continue to rise</li> <li>• Extract C suggests that people didn't stop to think about whether what they were buying was worth the money</li> <li>• Investors sometimes bought shares because friends recommended them, without checking out the company concerned.</li> </ul> <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> <li>• Source A suggests that the rise in share prices was because of sound economic performance</li> <li>• Source B suggests that investor behaviour was based on previous experience and the success of fellow investors</li> <li>• Extract C implies that people were encouraged to invest by well-respected financial institutions like the banks</li> <li>• A major cause of the Wall Street Crash was over-production and the US economy running out of steam.</li> </ul>	

#### A4: The Vietnam Conflict, 1945-75

Question	
<b>A4 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the Ho Chi Minh Trail <b>OR</b> widening the war in Cambodia and Laos.  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content guidance</b></p> <p>For example, for the Ho Chi Minh Trail:</p> <ul style="list-style-type: none"><li>• The Ho Chi Minh Trail was a military support route used by North Vietnam during the Vietnam War. It was in heavy use throughout the 1960s and until the war ended in 1975</li><li>• The Trail enabled the regular supply of men, weapons and other materiel from the North to the Vietcong in South Vietnam. It by-passed the Demilitarised Zone through Laos and the mountains and forests of central South Vietnam.</li></ul> <p>For example, for widening the war in Cambodia and Laos:</p> <ul style="list-style-type: none"><li>• Widening the war in Cambodia and Laos took place mostly during the Presidency of Richard Nixon. The widening of the war aimed to destroy communist bases as well as sections of the Ho Chi Minh Trail in Laos and Cambodia</li><li>• Until 1970, the USA attempted to achieve its aims in Cambodia and Laos by heavy bombing. The bombing of Cambodia and Laos was extremely unpopular in the USA.</li></ul>	

Question	
<b>A4 (b)</b>	<p>How far does Source A support the evidence of Source B about the behaviour of US soldiers towards civilians in Vietnam? Explain your answer.</p> <p><b>Target: A03 (8 marks)</b> 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 behaviour of US soldiers towards civilians in Vietnam was violent – Source A refers to a range of personal assaults while Source B cites the destruction of the means of everyday life
- The sources agree that this behaviour was deeply resented by the Vietnamese people – Source A refers to their 'anger and hurt' while Source B states that they 'only want to be left alone in peace'.

Points of difference may include:

- Source A states that the violence undertaken by US soldiers was against individuals ('kicked...sexually assaulted...tortured'), whereas in Source B the violence is directed at property ('destroyed villages', 'devastated South Vietnam', 'burning their homes')
- Source A suggests that a major cause of the violence was racism ('we were different') whereas Source B suggests that this behaviour was a result of the pressures placed on US soldiers in Vietnam ('what the USA's leaders made them do').

Points regarding extent may include:

- There are some differences between Sources A and B concerning the motivation of US troops towards civilians
- The sources strongly agree that the behaviour of US soldiers towards civilians in Vietnam was violent and that it caused great resentment amongst the Vietnamese people.

<b>Question</b>	
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**A4 (c)**

Extract C suggests that the effect of the US Army's presence on the Vietnamese people was mainly positive.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

**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.

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### Indicative content:

Relevant points which support the view may include:

- Source A states that 'Some soldiers were nice' towards civilians
- Extract C suggests that the presence of the US Army brought jobs and prosperity to many in South Vietnam' ('benefitted the economy')
- Extract C refers to close and harmonious relations between some Americans and Vietnamese civilians ('acts of kindness', 'married Vietnamese women')
- The US Army was welcomed by many civilians for seeking to defend South Vietnam from the encroachment of communism. The US pumped huge sums of money into Vietnam, modernising its infrastructure, especially roads and the electricity network.

Relevant points which counter the view may include:

- Source A and B provide evidence of the violence and destruction carried out by US soldiers towards both people and property in South Vietnam
- Source A suggests that many US soldiers held racist views towards the South Vietnamese people
- Extract C suggests that a root cause of the poor behaviour of US soldiers towards civilians in Vietnam was ignorance of 'the country's language, history, religion...politics' and that their attitude amounted to an 'occupation'
- Many US soldiers, especially the young draftees who predominated after 1968, lacked any understanding of the South Vietnamese people. The belief that any civilian could be a guerrilla led to countless acts of cruelty and violence.

## A5: East Germany, 1958-90

Question	
<b>A5 (a)</b>	Describe <b>TWO</b> features of <b>EITHER</b> the Economic System of Socialism (1968-71) <b>OR</b> education in the GDR.  <b>AO1 (6 marks):</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<b>Marking instructions</b>  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.  <b>Indicative content guidance</b> For example, for the Economic System of Socialism (1968-71): <ul style="list-style-type: none"><li>• The Economic System of Socialism was introduced in the GDR by Walter Ulbricht, based upon consultations with leading ministers in the GDR and USSR. It aimed to close the economic gap with the FRG</li><li>• The ESS modified the New Economic System, being based more closely on communist ideology. It re-introduced centralised planning and set production targets for important areas of the economy, like electronics and chemicals.</li></ul> For example, for education in the GDR: <ul style="list-style-type: none"><li>• Education in the GDR focused on the development of goals thought most important to the state. Schools especially emphasised loyalty to the GDR and to socialism</li><li>• The GDR favoured a comprehensive system of education that stressed the principle of equality. Technical skills were prioritised over academic learning in order to help the development of the economy.</li></ul>	



Question	
<b>A5 (b)</b>	<p>How far does Source A support the evidence of Source B about the effects on East Berliners of the building of the Berlin Wall? Explain your answer.</p> <p><b>Target: A03 (8 marks)</b> Use a range of source material to comprehend, Interpret and cross-refer sources.</p>

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Both agreement and disagreement must be identified for 5 marks.

### **Indicative content**

Points of agreement may include:

- The sources agree that the building of the Wall had a negative effect on East Berliners – Source A suggests the opposition of the escapee and an East German onlooker, while B provides evidence that some schoolchildren were 'angry and hostile'
- The sources agree that the Wall limited the freedom of citizens in the GDR – Source A describes the need for 'machine gun posts' to prevent escapees while Source B describes the GDR after the Wall as a 'dictatorship' and a 'prison'.

Points of difference may include:

- Source B indicates that some citizens of the GDR welcomed and defended the building of the Wall – this is absent from Source A
- The sources differ on the effects of the Wall on the lives of East Berliners– Source B indicates that they would most miss western 'shops' whereas, in raising the risk to life in crossing it, Source A suggests that the effects of the Wall would be more fundamental.

Points regarding extent may include:

- There is strong difference between Sources A and B about the extent of support for the building of the Wall in the GDR and on the nature of its effect on the lives of East Berliners
- The sources strongly agree that the building of the Wall had a negative effect on the citizens remaining in the GDR.

Question	
<b>A5 (c)</b>	<p>Extract C suggests that the Berlin Wall had a positive impact on the citizens of the GDR in the years 1961-63.</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><b>Targets: A03 (10 marks)</b> Use a range of source material to comprehend, interpret and cross-refer sources.</p> <p><b>A04 (6 marks)</b> Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p><b>Marking instructions</b></p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p><b>Indicative content:</b></p> <p>Relevant points which support the view may include:</p> <ul style="list-style-type: none"> <li>• Source B refers to the support of some GDR citizens for a 'proper border' able to 'keep bad people out of the country'</li> <li>• Extract C refers to psychological effect on GDR citizens of the building of the Wall – knowing that moving to the West was now impossible they renewed their efforts to create 'a successful society'</li> <li>• Extract C provides evidence of the economic benefits to the GDR and its people of the Wall in that it was 'able to plan its economic policies more effectively' and offer 'more attractive career prospects'</li> <li>• The Wall was positive in that westerners could no longer come across to East Berlin and buy state-subsidised goods at low prices. Also, it prevented the departure of highly-trained professionals, essential to the GDR's economy and quality of life.</li> </ul> <p>Relevant points which counter the view may include the following:</p> <ul style="list-style-type: none"> <li>• Sources A and B provide evidence that negativity surrounded the building of the Wall amongst many citizens of the GDR, especially its effects on their freedoms</li> <li>• Source A and Extract C refer to the efforts of many to escape the GDR across the Wall</li> <li>• Extract C refers to the sudden separation of 'family and friends' by the Wall, an effect made near permanent by the impossibility of communication between East and West</li> <li>• The building of the Wall re-enforced the impression among many citizens of the GDR that it was oppressive and second-best to its western neighbour. In order to prevent the many attempts at escape, huge sums were spent on building up and fortifying it.</li> </ul>	