



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel International

GCSE in History (4HI1/2AR)

Paper 2: Section A

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June 2022

Publication Code: 4HI1_2AR_2206_MS

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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)	Describe TWO features of EITHER Austro-Serbian rivalry OR anti-U-boat measures. 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 Austro-Serbian rivalry:</p> <ul style="list-style-type: none">• Austria and Serbia were rivals in the Balkans in the years before the outbreak of the First World War. Austria viewed Serbian expansion at the expense of the Ottoman Empire as a significant threat to its own security and internal cohesion• Austria and Serbia were rivals over Bosnia, which was annexed to the Austro-Hungarian Empire in 1908. In July 1914, Austria viewed the assassination of Archduke Franz Ferdinand in Sarajevo as a Serbian-inspired act of aggression. <p>For example, for anti-U-boat measures:</p> <ul style="list-style-type: none">• Anti-U-boat measures taken by the British included the use of chain-link nets. These prevented German submarines accessing harbours and stopped torpedoes• Convoys, escorted by Royal Navy destroyers, protected merchant shipping from U-boat attacks. Seaplanes and airships were able to attack U-boats when they were on the surface.	

Question	
A1 (b)	<p>How far does Source A support the evidence of Source B about the use of poison gas during the First World War? 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 poison gas moved in a 'mist' or 'cloud' close to the surface – Source A describes it as 'settled to the ground' and Source B as being 'close to the ground'
- The sources agree that the wind was an important factor in the use of poison gas – Source A refers to the gas being carried on a 'steady wind' while Source B says it moved 'fast with the wind'
- The sources agree that poison gas was very dangerous to those affected by it – Source A states that the Germans met 'no resistance' after its use while Source B says 'it is fatal' to be caught in it.

Points of difference may include:

- Source A refers to the illnesses caused by poison gas ('violent sickness and faintness') – this is absent from Source B.

Points regarding extent may include:

- There is some difference in emphasis between Sources A and B concerning the manner in which poison gas affected the enemy
- The sources strongly agree that poison gas could be a useful weapon in trench warfare in the right conditions.

Question	
<p>A1 (c)</p>	<p>Extract C suggests that poison gas was not a very effective weapon during the First World War.</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"> • Sources A and B, and Extract C, refer to a dependence on the wind for the deployment of poison gas making it less effective • Source B and Extract C refer to the use of masks in countering the effects of poison gas • Extract C states that the number of deaths inflicted by poison gas were low and that it did not break the 'stalemate' on the Western Front • All poison gases used had significant drawbacks, e.g. chlorine gas was easily smelt, seen and avoided, while mustard gas killed relatively few of those it was used against. Gas was increasingly ineffective against well-equipped and trained armies. <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> • Sources A and B indicate that, in some circumstances, poison gas could be a destructive and highly effective weapon • Extract C suggests that, from 1916, poison gas shells could be fired by artillery, limiting its dependence on the wind and increasing its effectiveness • Extract C refers to the 'frightening' effect of poison gas on troops in the trenches and that it caused panic • Poison gas was effective because it disabled many, even if it did not kill them, e.g. chlorine gas destroyed lung tissue, while mustard gas caused blindness. Gas was still used extensively to clear forward trenches in the last months of the war. 	

A2: Russia and the Soviet Union, 1905-24

Question	
A2 (a)	<p>Describe TWO features of EITHER opposition groups (1905-14) OR the Civil War.</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 opposition groups (1905-14):</p> <ul style="list-style-type: none">• Opposition groups existed inside Russia, in the years 1905-14. Groups like the Octobrists and Kadets pressed for reform of the autocratic system of government.• Revolutionary groups, which called for the overthrow of Tsarism, existed in the years 1905-14. Revolutionary parties, like the SDs, were banned in Russia and operated from abroad. <p>For example, for the Civil War:</p> <ul style="list-style-type: none">• The Civil War broke out in 1918 and lasted until 1921. It was fought between the Bolsheviks, known as the Reds, and groups opposed to the Bolshevik seizure of power, known as the Whites.• Some foreign governments supported the Whites during the Civil War. The Civil War ended with victory for the Red Army, led by Trotsky.	

Question	
<p>A2 (b)</p>	<p>How far does Source A support the evidence of Source B about Lenin and Trotsky? 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 Lenin and Trotsky were talented and able men – Source A describes their abilities and Source B states that they were 'both extraordinary' • The sources both suggest that Lenin and Trotsky complemented each other – Source A refers to their 'partnership' and Source B states that they worked 'together' • The sources agree that Lenin and Trotsky brought about the Bolshevik Revolution – Source A refers to them being 'successful' and Source B states that they seized power. <p>Points of difference may include:</p> <ul style="list-style-type: none"> • Source A describes Lenin as 'the driving force' and the 'brains and planner' of the Bolshevik Revolution – this is not mentioned in Source B <p>Points regarding extent may include:</p> <ul style="list-style-type: none"> • Sources A and B differ with regard to the relative importance of Lenin and Trotsky in bringing about the Bolshevik Revolution • The sources strongly agree that Lenin and Trotsky were very able men who successfully seized power in October 1917. 	

Question	
A2 (c)	<p>Extract C suggests that Lenin was much more important than Trotsky in bringing about the Bolshevik Revolution.</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:

- Source A states that 'there was no doubt that Lenin was the driving force' and 'the brains and the planner' of the Bolshevik Revolution
- Extract C states that the Bolshevik Revolution could not have occurred 'without Lenin's brilliant leadership'
- Extract C refers to the decisive actions of Lenin during 1917, e.g. persuading the Central Committee to go ahead with the Revolution
- Lenin's energy and commitment were crucial in bringing about the Bolshevik Revolution. From the April Theses to the Revolution, his single-mindedness drove the revolutionary process and overcame the many doubters in the Bolsheviks ranks.

Relevant points which counter the view may include:

- Sources A and B both suggest that Lenin and Trotsky worked in partnership to bring about the Revolution
- Source A refers to Trotsky's abilities as a motivational speaker in contrast to Lenin
- Extract C states that Trotsky was responsible for planning 'the takeover of power'
- Trotsky created and led the Red Guard, which was essential to the overthrow of the Provisional Government. He had superb organisational and leadership skills and convinced many soldiers and sailors in Petrograd to join the Revolution.

Question	
A3 (a)	<p>Describe TWO features of EITHER hire purchase in the 1920s OR the Ku Klux Klan.</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 hire purchase in the 1920s:</p> <ul style="list-style-type: none"> • A feature of hire purchase was that people paid for goods in instalments. When the cost was fully paid, the goods became the property of the purchaser • Hire purchase was a part of the 1920s economic boom. By 1928, 75% of cars sold were bought using hire purchase. <p>For example, for the Ku Klux Klan:</p> <ul style="list-style-type: none"> • A feature of the Ku Klux Klan was that it believed in white supremacy. It wanted to stop immigration into the USA • The Ku Klux Klan was very popular. By 1923, it had 5 million members. 	

Question	
A3 (b)	<p>How far does Source A support the evidence of Source B about Huey Long 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 Long was supported. Source A says he had won 'enormous support'. Source B says that the Share Our Wealth scheme had 'over 3,000, 000 members'
- The sources agree that there were concerns about the amount of power Long had. Source A says that he had 'removed elected officials in Louisiana' and Source B says that he was accused by his critics of being a dictator.

Points of difference may include:

- Source A says he behaved like a dictator by using a state secret police, but Source B says that the power in Louisiana had actually been transferred to 'the common people'.
- Source A suggests that there are doubts about how Long is going to keep his promise to pay everyone \$5000. Source B says he determined to help the poor.

Points regarding extent may include:

- There is some agreement between Sources A and B about the Long being an influential person
- The sources strongly disagree about whether Long was a genuinely altruistic figure.

Question	
<p>A3 (c)</p>	<p>Extract C suggests that Long was a serious challenge to President Roosevelt's New Deal policies. How far do you agree with this interpretation? 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 indicates that Long may have posed a threat because he was able to 'remove elected officials' in Louisiana, so he could thwart Roosevelt's policies • Source B refers to there being 3,000,000 people in the Share Our Wealth Society, giving Long enormous support • Extract C refers to the Democratic Party having carried out a poll which shows Long could get over three million votes in a presidential election • Long was a fierce critic of Roosevelt's New Deal, because he believed that it did not reduce the gap between rich and poor. <p>Relevant points which counter the view may include:</p> <ul style="list-style-type: none"> • Source A suggests that Long may have lacked credibility as 'most people don't believe he can pay everyone the \$5000 he has promised' • Source B suggests that all Long was trying to do was improve the position of the poor. That is what Roosevelt wanted • Extract C implies that Long was not generally opposed to the New Deal but wanted it to go further • Long never stood against Roosevelt and was assassinated in September 1935. 	

A4: The Vietnam Conflict, 1945-75

Question	
A4 (a)	Describe TWO features of EITHER life in North Vietnam under Ho Chi Minh OR Search and Destroy. 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 North Vietnam under Ho Chi Minh:</p> <ul style="list-style-type: none">• Life in North Vietnam under Ho Chi Minh was dominated by the Lao Dong, the Vietnamese communist party. Those who opposed the regime were arrested and detained in 're-education camps' – over half a million were killed• Religion was strongly discouraged in North Vietnam under Ho Chi Minh. Economic reforms, such as land collectivisation, were introduced as part of the Three-year Plan in 1958. <p>For example, for Search and Destroy:</p> <ul style="list-style-type: none">• Search and Destroy was a strategy used by the US Army to defeat the Vietcong in South Vietnam. It was used intensively from 1966• Under Search and Destroy, US Army patrols were sent into the countryside to eliminate Vietcong strongholds. Ambushes, supported by artillery and air power, were common features of Search and Destroy.	

Question	
A4 (b)	<p>How far does Source A support the evidence of Source B about opposition in the USA to the war in Vietnam? 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 misery inflicted on the Vietnamese people encouraged opposition in the USA – Source A refers to 'the huge suffering' caused by US actions and Source B refers to 'the effects of napalm on children'
- The sources agree that the media played some role in the growth of opposition – Source A suggests that the 'media' helped inform opinions and Source B states that 'the photos...the television news images' led many to oppose the war.

Points of difference may include:

- Source A refers to the opposition of many Vietnam veterans to the war – this is absent from Source B
- Source B refers to social and cultural change in the USA as a factor in growing opposition to the war, especially among the young – Source A concentrates upon opposition to the bullying of the Vietnamese people.

Points regarding extent may include:

- There is some difference in emphasis between the sources about the reasons for opposition to the war in the USA
- The sources strongly agree that opposition to the war was encouraged by the growing awareness of many Americans of the damage and suffering inflicted on Vietnam by the activities of US soldiers.

Question	
A4 (c)	<p>Extract C suggests that the main reason for the increasing opposition to the Vietnam War in the USA was extensive media coverage.</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:

- Source A suggests that the portrayal of the war through the media aroused such strong feeling that it led some to leave the USA just to avoid the draft
- Source B indicates that the images of the war seen in 'photos' and 'on television news', 'really bothered us' and 'led us to question our ... beliefs'
- Extract C indicates that Americans saw the war in their homes 'every night' and that 'television...photographs and magazines' led generals to complain that the media was 'weakening the war effort'
- By 1968, there were over 600 US journalists in Vietnam, many filing columns that contradicted the official government line. The use of satellites allowed graphic stories and pictures of military setbacks to be broadcast almost immediately.

Relevant points which counter the view may include:

- Sources A states that many US Army veterans opposed the war having seen it 'at first hand' without the influence of the media
- Source B suggests many Americans opposed the war because of social and cultural change occurring in the USA in the 1960s
- Extract C provides evidence of those Americans who opposed the war for ethical reasons ('the Vietnam War was wrong')
- Many Americans opposed the Vietnam War from the start because they believed that reasons given by politicians for escalating US intervention in Indochina were not justified. Opposition to the war grew with the intensification of the draft from 1964.

A5: East Germany, 1958-90

Question	
A5 (a)	Describe TWO features of EITHER religion and the church in the GDR OR housing in the GDR. 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 religion and the church in the GDR:</p> <ul style="list-style-type: none">• Religion in the GDR was strongly discouraged as being incompatible with communism. In the 1960s, over a third of the GDR population described themselves as atheists• The SED allowed the Protestant church to run social programmes and hospitals during the 1970s. In the 1980s, the church was a focal point for opposition to the government. <p>For example, housing in the GDR:</p> <ul style="list-style-type: none">• Housing in the GDR partly replaced the homes destroyed during the Second World War in cities like Dresden. New housing was built for workers close to factories and mines, e.g. near the new chemical works at Halle-Neustadt• The GDR built many prefabricated blocks of flats called <i>Plattenbau</i> housing. Over 400 000 homes were constructed in the years 1971-75, and nearly 300 000 were refurbished.	

Question	
A5 (b)	<p>How far does Source A support the evidence of Source B about the reunification of East and West Germany in October 1990? 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 reunification was an occasion for celebration – Source A describes it as 'a very special day' and 'a wonderful moment' while Source B describes a feeling of 'gratitude and joy'
- The sources agree that reunification portended a period of positive change – Source A describes it as the start of 'a new world of hope' while Source B refers to a period 'in which things can truly be changed for the better'.

Points of difference may include:

- Source A suggests that German reunification is to be celebrated because it brings an end to Germany's division and to the tyranny of the East German state – this is absent from Source B
- Source B is cautious ('we feel a great and serious duty') and refers to difficulties facing the united Germany ('important problems in our country', 'the concerns of the countries around us') – this is absent from Source A.

Points regarding extent may include:

- There is some difference in emphasis between Sources A and B concerning the extent to which the Day of German Unity was a positive one
- The sources strongly agree that reunification is a cause for happiness and celebration across Germany.

Question	
<p>A5 (c)</p>	<p>Extract C suggests that the opening of the Berlin Wall in November 1989 was followed by much disappointment in Germany.</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 B refers to the problem of satisfying 'the demands of all German people' during reunification • Extract C refers to the speed and nature of reunification during 1990 ('simply merged into the FRG') which 'shocked many in Germany' • Extract C refers those in the East who 'disliked Western living standards' and to those in the West who baulked at the economic burden of reunification • Many 'Ossis' resented the effects of reunification, which became clear when the economies began to merge from May 1990, e.g. rising unemployment. The subsidies needed to prop up the GDR after currency union in July put a huge strain on the FRG. <p>Relevant points which counter the view may include the following:</p> <ul style="list-style-type: none"> • Source A refers to the end to Germany's post-war division and to the reintroduction of liberal democracy in the East ('Germany is united, Germany is free') – both were welcomed widely by Germans • Source B states that reunification was the occasion for 'gratitude and joy' • Extract C refers to the demand of many Germans for reunification during 1989 and 1990 ('We are one people') • Swift reunification was endorsed overwhelmingly at the March 1990 elections in the GDR. The process of reunification was accepted by most Germans, given the rapid disintegration of the GDR and the rest of the Eastern Bloc during 1990. 	