



Oxford Cambridge and RSA

GCE

History A

Y223/01: The Cold War in Europe 1941-1995

A Level

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING
SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:


- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p>Which of the following had the greatest impact upon international relations in Europe in the period from 1956 to 1984?</p> <ul style="list-style-type: none"> • Events in Poland • Events in Germany <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with events in Poland, answers might consider their significance in relation to the process of destalinisation led by Khrushchev and, in Poland, Gomulka. • The initial wave of strikes and demonstrations led to severe repression leaving 74 dead and 300 injured; further mass demonstrations and resistance by the Polish army to threatened Soviet military intervention seemed likely. • Possible war was averted through concessions to Gomulka's government which led to the ending of collectivisation and other economic reforms although Poland under Gomulka remained a pro-Soviet communist state and a member of the Warsaw Pact. • The Polish October had an impact elsewhere (notably in its contribution to unrest in Hungary). • The rise of Solidarity in 1980-81, and its survival beyond 1984, was of significance in developments leading to the eventual disintegration of the Soviet Union. • In dealing with events in Germany, answers might consider the significance of Germany (and 	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question		Answer	Mark	Guidance
		<p>Berlin) as the ‘frontline’ between East and West in the Cold War in Europe and a place where physical warfare might have been most likely to occur.</p> <ul style="list-style-type: none"> • The development of the Bundeswehr (from 1955) was significant in heightening tension between West and the East (e.g. the retaliatory expansion of the NVA). • The defection of vast numbers of East Germans to the West up to 1961, particularly of the young, undermined East Germany’s economy. • The Berlin Wall, built in 1961, further undermined the possibility of reconciliation. • The election, in 1969, of Chancellor Brandt, who advocated <i>Ostpolitik</i>, helped improve relations between the West and the East in Europe (notably in the signing of the Basic Treaty in 1972). 		
1	(b)*	<p>‘The Berlin Blockade was the most important event in the Cold War in Europe in the period from 1946 to 1955.’ How far do you agree?</p> <p>In arguing that it was the most significant event, answers might consider:</p> <ul style="list-style-type: none"> • The duration of the blockade (June 1948-May 1949). • The possibility of all parts of Berlin coming under Soviet control and its significance as an expression of continuing Soviet expansionism. • The blockade’s significance as a test of the West’s commitment to containment and the USA’s non-isolationist stance. • The blockade’s significance as an event in which East and West in Europe came close to armed conflict. 	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on evaluating the factors for and against the hypothesis that the Blockade was the most significant development but at Level 4 may simply list events

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • The stationing of 62 US bombers in England was a highly significant development for future relations. • The negative impact of the blockade upon the economy of East Germany. • The strengthening of relations within the Western bloc and the creation of a united West Germany. • The creation of East Germany under Ulbricht was a definitive episode in the division of Europe. • The significance of the blockade in relation to anti-communist rhetoric and propaganda. <p>In arguing that other factors were significant, answers might consider:</p> <ul style="list-style-type: none"> • Soviet control of other parts of Eastern Europe. • Churchill's 'Iron Curtain' speech articulated and reinforced divisions and suspicions. • The creation of NATO was of great significance in maintaining western interests. • The creation of the Warsaw Pact was of great significance in maintaining Soviet interests. • The development of atomic weapons was a crucial factor in keeping conflict in Europe 'cold'. • The Truman Doctrine and Marshall Aid was vital in securing western Europe against Soviet incursions. • The forming of Cominform and Comecon reinforced the Soviet bloc. • The defeat of Communists in the Greek Civil War was significant in preventing the westward spread of Soviet communism. 		<ul style="list-style-type: none"> • At Level 5 there will be judgement as to the most important event. • At higher levels candidates might establish criteria against which to judge the significance. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.

Question		Answer	Mark	Guidance
2	(a)	<p>Which of the following was most affected by Soviet control of Eastern Europe in the period from 1946 to 1955?</p> <ul style="list-style-type: none"> • Economic conditions • Social conditions <p>Explain your answer with reference to both (i) and (ii)</p> <p>In dealing with economic conditions, answers might consider positive and negative effects of a state-controlled economy.</p> <ul style="list-style-type: none"> • Nationalisation replaced private ownership of factories and compelled workers to work towards targets dictated by the state which were sometimes unrealistic but, nevertheless, contributed to improved production levels. • Comecon coordinated economic policy and improved trade in manufactured goods and raw materials between states under Soviet control. • Collectivisation provided certain advantages, including access to machinery but it was also a factor in prompting some farmers to leave for the West or otherwise abandon farming which, in turn, contributed to falls in production and shortages of food. • Living standards improved but glaring inequalities among workers and managers (e.g. of pay) remained. • Although there was industrial development within the bloc, significant problems remained regarding production and output e.g. rationing until 1958; poor quality goods; inadequate supply of some products, glut of others. 	10	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question		Answer	Mark	Guidance
		<p>In dealing with social conditions, answers might consider the advantages communism represented for those socially disadvantaged under capitalism.</p> <ul style="list-style-type: none"> • The social condition of many peasants improved through the land redistribution and collectivisation. • Women were better supported in their role as mothers and workers (blue collar, white collar, professional). • Citizens, sometimes against their will, were corralled into joining various state-run mass organisations (e.g. for youth; for women; for workers) which were instrumental in reorganising aspects of people's social lives. • Educational opportunities were extended. • The communist state brought a measure of discomfiture to those who did not 'fit' its ideology e.g. members of the pre-Soviet elite; ardent Christians (e.g. members of the <i>Junge Gemeinde</i> in East Germany). 		
2	(b)*	<p>To what extent were American presidents responsible for the origins of the Cold War in Europe in the period from 1941 to 1945?</p> <p>In arguing that American presidents were responsible, answers might consider:</p> <ul style="list-style-type: none"> • Roosevelt's need to maintain good relations with Stalin because of the war against Japan strengthened Stalin's position in the east • Roosevelt's acceptance of Russian hegemony in the East was central to the development of the post 1945 Soviet bloc • US acceptance of the division of Germany as well as disagreement between US and USSR 	20	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on evaluating factors for and against the hypothesis but at Level 4 may simply describe reasons for the start of the Cold War.

Question	Answer	Mark	Guidance
	<p>regarding economic aid for the rebuilding of Germany caused tension</p> <ul style="list-style-type: none"> • The USA's blocking of the resolution for post-war Europe advocated by Churchill and Stalin (the Percentages Agreement) increased tension • Mounting tension regarding containment and the involvement of the presidency in the development, testing, and dropping of atom bombs • Truman's hard-line attitude towards further concessions to the Soviet Union and the damaging of relations through the temporary suspension of Lend-Lease aid <p>In arguing that other factors were important, answers might consider:</p> <ul style="list-style-type: none"> • The ideological clash of capitalism and (expansionist) communism was of fundamental significance • The attitudes and actions of British PMs created tension: Churchill (e.g. in pursuing a Percentages Agreement) and Attlee (e.g. his personal doubts about Stalin; intolerance of Labour government towards communism) • The wartime military occupation of much of eastern Europe by Soviet troops laid the foundations for the creation of the Soviet bloc • Stalin's distrust (some have suggested 'paranoia') of western powers and the UN made it difficult for the great powers to agree • Stalin's imposition of Soviet authority in Poland and resistance to calls for democratic elections elsewhere was offensive to Western democratic regimes • The absence of an agreed frontier between East and West had massive implications for future 		<ul style="list-style-type: none"> • At Level 5 there will be judgement as to how far American presidents were responsible for the origins of the Cold War. • At higher levels candidates might establish criteria against which to judge significance. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.

Question	Answer	Mark	Guidance
		relations in Europe	

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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