

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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A: INTRODUCTION

- **Consistency of Marking**

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by the AQA.

- **Subject Content**

The revised specification addresses subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all candidates, but particularly the more able, to make judgements grounded in evidence and information.

- **The Assessment Objectives (AOs)**

Assessment Objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of history	32
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> • key concepts: causation, consequence, continuity, change and significance within an historical context • key features and characteristics of the periods studied and the relationship between them 	32
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> • a range of source material as part of an historical enquiry • how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry 	36

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All candidates take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate candidates' attainment by **outcome** and to reward **positively** what the candidates know, understand and can do.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

B: QUESTION TARGETS & LEVELS OF RESPONSE

- **Question Targets**

The mark scheme for each question is prefaced by an assessment objective 'target'. This is an indication of the skill which it is expected candidates will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of Response**

There are several ways in which any question can be answered – in a simple way by less able candidates and in more sophisticated ways by candidates of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of candidates entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the candidate's **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answer within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, e.g. Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no 'totting up' of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the candidate has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember

to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

C: DECIDING ON MARKS WITHIN A LEVEL

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **lower/lowest mark within the level**.

In giving more credit with the level, examiners should ask themselves several questions relating to candidate attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Consider whether the answer is:

- precise in its use of supporting factual information.
- appropriately detailed.
- factually accurate.
- appropriately balanced, or markedly better in some areas than in others.
- set in the historical context as appropriate to the question.
- displaying appropriate **quality of written communication skills**.

Note about Indicative Content.

The mark scheme provides **examples of historical content** (indicative content) which candidates may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some candidates to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the candidate’s level of critical thinking determines this**. Remember that the **number** of points made by a candidate may be taken into account only **after** a decision has been taken about the quality (level) of the response.

• Some things to remember

Mark positively at all times.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

As a general rule, give credit for what is accurate, correct or valid.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

D: SOME PRACTICAL POINTS

- **Answers in note form**

Answers in note form to any question should be credited in so far as the candidate's meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the candidates in diagrams, tables, maps etc., provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a candidate starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the "thought level" equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, e.g. as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

Topic 1

- 01** In 1911 the Black Hand was formed in Serbia. By 1914 it had around 2,500 members. Describe the part played by the Black Hand in the assassination of Franz Ferdinand in Sarajevo in 1914. **4**
- Target: Description of key features and characteristics**
Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description.** **1**
e.g. a member of the Black Hand assassinated Franz Ferdinand.
- Level 2: EITHER** **2-3**
Detailed description of limited aspects
e.g. develops one of the following:
aims of the Black Hand for a greater Serbia – hostility to A/H and why.
Description of the part they played in the assassination, Princip etc.
Description of the membership of the Black Hand – involvement of Serbian government – attitude of A/H to assassination etc.
- OR**
Limited description of a wider range of aspects
e.g. outline description of aims and activities of the Black Hand.
- Level 3: Detailed description of several aspects** **4**
e.g. at least **two** of the points mentioned in the first part of level 2.

02	Study Source A	6
	<p>Source A suggests a reason why Britain went to war against Germany in 1914. Do you agree that this was the main reason why Britain went to war against Germany in 1914? Explain your answer by referring to the purpose of the source, as well as using its content and your knowledge.</p>	
	<p>Target: Use of knowledge and evaluation of source to reach a conclusion Candidates either submit no evidence or fail to address the question.</p>	0
	<p>Level 1: General response relying on source or learned response. e.g. Germany and the Kaiser did want to expand Germany; Source British therefore biased. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	1
	<p>Level 2: Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about. e.g. shows awareness of Kaiser Wilhelm's aims and why they upset GB – Morocco, naval rivalry; could mention other reasons why GB went to war – Belgium, Entente Cordiale, but little explanation. OR simple comments on the provenance: a postcard in 1914 – relevance of date etc; British going beyond bias etc.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	2-3
	<p>Level 3: Agrees/disagrees using either source or own knowledge e.g. EITHER Evaluation of provenance of source: trying to rouse up feeling against Germany and Kaiser on eve of war (or at beginning of war); ridiculing the Kaiser with explained reasons.</p> <p>OR Develops ideas of why Britain went to war e.g. – mentions Schlieffen Plan – explains importance of Belgium – explains importance of Entente & commitment to France – explains idea of balance of power, naval rivalry etc.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p>	4-5
	<p>Level 4: Uses source and knowledge to reach conclusion Both parts of Level 3.</p> <p>The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.</p>	6

- 03** Which of these two bullet points had the greater effect on the development of the alliance system in Europe: **10**
- The Moroccan Crises, 1905-1911;
 - The Bosnian Crisis, 1908-1909?

You must refer to **both** bullet points when explaining your answer.

Target: Analysis and explanation of events leading to causation (AO 6.1)

Candidates either submit no evidence or fail to address the question. 0

Level 1: Simple descriptive comment and/or gives one reason. 1-2

e.g. A/H took over Bosnia in 1908.

Germany and France both wanted Morocco.

Germany gave full support to A/H over Bosnia.

MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: EITHER 3-5

Develops one cause

This starts with description at the bottom of the level, then explanation and obtains top of level for assessment and focus on the question.

e.g. explanations could cover why A/H annexed Bosnia; why Serbia and Russia opposed it; the support that Germany gave to A/H.

Assesses the effect of this on the alliances – view of A/H on their backing by Germany – effect on future actions – reaction of Russia and Serbia to Crisis etc.

Explains the importance of the Moroccan Crises – why Germany, France, GB got involved;

Assesses how it led to the strengthening of the Entente: could refer to Algeiras; Anglo Russian Agreement 1907; naval agreement with France after Agadir etc.

OR

Covers both with some development or explanation

This will involve description or explanation of both with no analysis or assessment and little focus on the question.

N.B. An answer which explains both and supports the explanations with good depth and command of knowledge can be placed at the bottom of level 3.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question or establishing some argument. 6-8

e.g. assesses the part played by the Bosnian Crisis on the alliance between A/H and Germany and explains the effect of the Moroccan Crises on the

Entente.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Balanced, well argued answer linking both parts, focused on the question. 9-10

e.g. assesses both parts in depth. Must reach a reasoned judgement for top of level.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Topic 2

- 04** In 1918, France wanted to prevent Germany from ever attacking France again. **4**
Describe the limits placed on Germany's armed forces by the Treaty of Versailles
- Target: Description of key features and characteristics**
Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description** **1**
e.g. Germany had its army reduced.
- Level 2: EITHER** **2-3**
Detailed description of limited aspects
e.g. develops one of the following:
Army restrictions: 100,000 men, no conscription, tanks etc.
Naval limits: 15,000 men; 6 battleships no U Boats;
Rhineland demilitarised – explained.
Three specific points needed for top of level.
- OR**
Limited description of a wider range of aspects
e.g. outline description of the restrictions on arms.
- Level 3: Detailed description of several aspects** **4**
e.g. **four** specific points.

05	<p>Study Source B</p> <p>Source B gives one of Lloyd George's aims for the peace treaty at the end of the First World War.</p> <p>Do you agree that this was Lloyd George's main aim at the Paris Peace Conference in 1919? Explain your answer by referring to the purpose of the source, as well as using its content and your knowledge.</p>	6
	<p>Target: Use of knowledge and evaluation of source to reach a conclusion Candidates either submit no evidence or fail to address the question.</p>	0
	<p>Level 1: General response relying on source or learned response e.g. Yes, the war had cost GB a lot of money or No he wanted a just peace. Lloyd George himself said it in a public speech, so it must be his main aim. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	1
	<p>Level 2: Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about. e.g. general reference to Lloyd George's aims such as he wanted a less harsh treatment of Germany than Clemenceau but he did want Germany to pay for the cost of the war etc. OR simple comments on the provenance: speech was immediately after the war; during an election so he would have been saying what the people wanted to hear etc.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	2-3
	<p>Level 3: Agrees/disagrees using either source or own knowledge e.g. EITHER Evaluation of provenance of source: an election speech so he would be trying to get them to vote for him/his party, so he would be reflecting what he thought the people wanted in his speech to win their support.</p> <p>OR Explains Lloyd George's aims at the Peace Conference – why he wanted Germany to recover (British trade etc) - could compare his views with those of Clemenceau and Wilson.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p>	4-5
	<p>Level 4: Uses source and knowledge to reach conclusion Both parts of Level 3.</p> <p>The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.</p>	6

- 06** Which of the following was the more important reason for the failure of the League of Nations: **10**
- The Membership of the League 1919-1939;
 - The Manchurian Crisis 1931-1933?
 -

You must refer to **both** reasons when explaining your answer.

Target: Analysis and explanation of events leading to causation (AO 6.1)

Candidates either submit no evidence or fail to address the question. **0**

Level 1: Simple descriptive comment and/or gives one reason. **1-2**

e.g. the USA never joined the League;

Japan was able to take Manchuria in spite of opposition from the League.

USA and Japan should have been two of the main members of the league, one did not join, the other left after Manchuria.

MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: EITHER **3-5**

Develops one cause

This starts with description at the bottom of the level, then explanation and obtains top of level for assessment and focus on the question.

e.g. explanations could cover how the absence of these powers changed the balance of the League – League of victors; no military power; effect on economic sanctions etc;

Assesses the effect of this – how it led to the failure of the League in Manchuria and Abyssinia and afterwards etc.;

Explanations of effect of Manchuria could cover why the League was unable or unwilling to act – Lytton Commission; no army; no sanctions etc.;

Assesses the effect of this on the failure of the League: first test of League against a major power therefore encouraged others e.g. Mussolini in Abyssinia.

OR

Covers both with some development or explanation

This will involve description or explanation of both with no analysis or assessment and little focus on the question.

N.B. An answer which explains both and supports the explanations with good depth and command of knowledge can be placed at the bottom of level 3.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question or establishing some argument. 6-8

e.g. assesses the part played by the reduced membership in the failure of the League and explains the effect of Manchuria.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Balanced, well argued answer linking both parts, focused on the question. 9-10

e.g. assesses both parts in depth. Must reach a reasoned judgement for top of level.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Topic 3

07	In 1936 Germany remilitarised the Rhineland. Describe how Hitler achieved this.	4
Target:	Description of key features and characteristics Candidates either submit no evidence or fail to address the question.	0
Level 1:	Basic description e.g. he marched in and took it by force.	1
Level 2:	EITHER Detailed description of limited aspects e.g. develops one of the following: Status of the Rhineland after Versailles and explanation of Hitler's action in the Rhineland The risk he took – why no foreign opposition; Importance for Germany and Hitler. OR Limited description of a wider range of aspects e.g. outline description of one or both.	2-3
Level 3:	Detailed description of several aspects e.g. at least two of the points mentioned in the first part of level 2.	4

08	<p>Study Source C</p> <p>Source C gives two of Hitler's aims in foreign policy. Do you agree that these were Hitler's main aims in foreign policy in the 1930s? Explain your answer by referring to the purpose of the source, as well as using its content and your knowledge.</p>	6
	<p>Target: Use of knowledge and evaluation of source to reach a conclusion Candidates either submit no evidence or fail to address the question.</p>	0
	<p>Level 1: General response relying on source or learned response. e.g. Hitler did want to change the Treaty of Versailles as he proved when he invaded the Rhineland. It is from Hitler's own book therefore they must be his aims. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	1
	<p>Level 2: Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about. e.g. general reference to Hitler's aims, the Treaty of Versailles and his policies etc. OR simple comments on the provenance: when it was written, would it still have been valid for the 1930s etc?</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	2-3
	<p>Level 3: Agrees/disagrees using either source or own knowledge e.g. EITHER Evaluation of provenance of source: written by Hitler in the 1920s: what would be its purpose – not in power, trying to get support for his party, knew that Versailles was hated; did it mean he would keep them if he was in power? OR Develops understanding of the source by relating it to knowledge of Hitler's policies and how far they fitted the aims as given in the source. Could use knowledge of Versailles to explain the aims in the source, how Germany was not treated equally or the grievances of Versailles, or could concentrate on policies which support the source: re-armament, Anschluss etc. or those which contradict the source: attitude to League; Czechoslovakia etc.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p>	4-5
	<p>Level 4: Uses source and knowledge to reach conclusion Both parts of Level 3.</p> <p>The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.</p>	6

09	<p>Which of these two reasons was the more important reason for the outbreak of the Second World War:</p> <ul style="list-style-type: none"> • Hitler's occupation of Czechoslovakia, March, 1939; • The Nazi-Soviet Pact, 1939? • <p>You must refer to both reasons when explaining your answer.</p>	10
	<p>Target: Analysis and explanation of events leading to causation (AO 6.1) Candidates either submit no evidence or fail to address the question.</p>	0
	<p>Level 1: Simple descriptive comment and/or gives one reason. e.g. Hitler had gained part of Czechoslovakia through appeasement in 1938. The Nazi Soviet Pact was an agreement between Hitler and Stalin. The occupation of Czechoslovakia led to the end of appeasement. The Pact led to the outbreak of the war. MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.</p> <p>The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	1-2
	<p>Level 2: EITHER Develops one cause This starts with description at the bottom of the level, then explanation and obtains top of level for assessment and focus on the question. E.g. explanations could cover why Hitler was successful in Czechoslovakia – situation in Czechoslovakia March 1939. Assesses the effect of this on the outbreak of the war – explains the reaction of Chamberlain – promises to Poland etc. Explains what Hitler and Stalin gained from the Pact; why it surprised the world etc.; Assesses the importance of this on the outbreak of war in 1939 – the danger to Poland, the guarantees Poland had been given; the outbreak of war etc. OR Covers both with some development or explanation This will involve description or explanation of both with no analysis or assessment and little focus on the question. N.B. An answer which explains both and supports the explanations with good depth and command of knowledge can be placed at the bottom of level 3.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	3-5
	<p>Level 3: A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question or establishing some argument. e.g. assesses the threat of Hitler's occupation of Czechoslovakia and explains the Pact.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p>	6-8

Level 4: Balanced, well argued answer linking both parts, focused on the question. **9-10**

e.g. assesses both parts in depth. Must reach a reasoned judgement for top of level.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Topic 4

- 10** By 1955 two rival alliances existed. **4**
Describe the membership and aims of NATO and the Warsaw Pact.
- Target: Description of key features and characteristics**
Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description** **1**
e.g. NATO was an alliance of the Western countries, Warsaw Pact was made up of communist countries.
- Level 2: EITHER** **2-3**
Detailed description of limited aspects
e.g. develops one of the following:
NATO: names at least three of members in 1955; explains role of the USA and nature of alliance – defensive, military etc.
Warsaw Pact: names at least three of members; explains role of USSR and nature of alliance.
Any three countries named in correct alliance- bottom of Level 2.
12 original members of NATO- bottom of Level 2/
Causes and effects of the alliances: reference to Berlin Blockade or West Germany joining NATO; American weapons in Europe or Soviet forces in Eastern Europe etc.
- OR**
Limited description of a wider range of aspects
e.g. outline description of one or both alliances.
- Level 3: Detailed description of several aspects** **4**
e.g. at least **two** of the points mentioned in the first part of level 2.
Must cover both NATO and Warsaw Pact for this level.

11	<p>Study Source D</p> <p>Source D shows Stalin's expansion of communism.</p> <p>Do you agree that this was the main reason for the start of the Cold War?</p> <p>Explain your answer by referring to the purpose of the source, as well as using its content and your knowledge.</p>	6
	<p>Target: Use of knowledge and evaluation of source to reach a conclusion</p> <p>Candidates either submit no evidence or fail to address the question.</p>	0
	<p>Level 1: General response relying on source or learned response</p> <p>e.g. the USSR under Stalin had taken over countries like Hungary and turned them communist.</p> <p>It is anti communist therefore it is biased.</p> <p>The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	1
	<p>Level 2: Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about.</p> <p>e.g. general reference to the extension of communism in East Europe or to other causes of the Cold War OR simple comments on the provenance: a French cartoon which was anti communist and suggesting that Stalin was going to help to turn France into a communist state.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	2-3
	<p>Level 3: Agrees/disagrees using either source or own knowledge</p> <p>e.g.</p> <p>EITHER</p> <p>Evaluation of provenance of source: French anti communist cartoon whose purpose appears to be to draw attention to the spread of communism in the world and is trying to get assistance for France to prevent it becoming communist – use of dagger in cartoon could suggest use of force by Stalin.</p> <p>OR</p> <p>Develops knowledge of the spread of communism in the East, Stalin's methods, could refer to Chinese communism, or explains other causes of the Cold War.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p>	4-5
	<p>Level 4: Uses source and knowledge to reach conclusion</p> <p>Both parts of Level 3.</p> <p>The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.</p>	6

- 12** Which had the greater effect on the development of the Cold War in the years 1948 to 1953: **10**
- The Berlin Blockade and Airlift, 1948-1949;
 - The Korean War, 1950-1953?

You must refer to **both** bullet points when explaining your answer.

- Target: Analysis and explanation of events leading to causation (AO 6.1)** **0**
Candidates either submit no evidence or fail to address the question.
- Level 1: Simple descriptive comment and/or gives one reason.** **1-2**

e.g. the Berlin Blockade was when Stalin cut off all the routes into Berlin.
Korean War was when the UN and USA intervened in the war between North and South Korea.

The Blockade led to the Airlift which could have caused a war.

There was a war between USA and communism in Korea.

MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

- Level 2: EITHER** **3-5**
Develops one cause

This starts with description at the bottom of the level, then explanation and obtains top of level for assessment and focus on the question.

E.g. explanations could cover why Stalin enforced the Blockade, why the west reacted with the Airlift etc.;

Assesses the effect of the Blockade and Airlift on the Cold War: how near to open war did it become etc?

Explains why the UN and USA became involved in Korea – the involvement of China etc.;

Assesses the importance of this on the Cold War: extended to include China; not USA v USSR but USSR involved supplying North Korea; aims of MacArthur and the risks this involved etc.

OR

Covers both with some development or explanation

This will involve description or explanation of both with no analysis or assessment and little focus on the question.

N.B. An answer which explains both and supports the explanations with good depth and command of knowledge can be placed at the bottom of level 3.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

- Level 3: A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question or establishing some argument.** **6-8**

e.g. assesses the part played by the Blockade in the development of the Cold War and explains the part played by the Korean War.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and

style of writing. Some specialist vocabulary is used.

Level 4: Balanced, well argued answer linking both parts, focused on the question. **9-10**

e.g. assesses both parts in depth. Must reach a reasoned judgement for top of level.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Topic 5

- 13** In October 1962 an American spy plane took photographs of launch pads for long range missiles being set up on Cuba. **4**

Describe how President Kennedy prevented Soviet missiles from being placed on Cuba.

Target: Description of key features and characteristics

Candidates either submit no evidence or fail to address the question. **0**

Level 1: Basic description.

e.g. Kennedy put a blockade round Cuba. **1**

Level 2: EITHER

Detailed description of limited aspects

e.g. develops one of the following:

the nature of the Blockade of Cuba and other possible action considered by Kennedy.

Reaction of Khrushchev and the Soviet fleet – danger of war and how avoided.

Exchange of letters between Kennedy and Khrushchev – end of crisis.

2-3

OR

Limited description of a wider range of aspects

e.g. outline description Kennedy's actions.

Level 3: Detailed description of several aspects

e.g. at least **two** of the points mentioned in the first part of level 2.

4

14	Study Source E		6
		<p>Source E suggests a reason for the building of the Berlin Wall in 1961. Do you agree that this was the main reason? Explain your answer by referring to the purpose of the source, as well as using its content and your knowledge.</p>	
	Target:	Use of knowledge and evaluation of source to reach a conclusion	
		Candidates either submit no evidence or fail to address the question.	0
	Level 1:	General response relying on source or learned response	1
		e.g. the Wall did form a barrier between East and West Berlin etc. A Soviet view therefore biased, propaganda not explained.	
		The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
	Level 2:	Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about.	2-3
		e.g. general reference to the reasons for the building of the Wall, to stop defectors with no explanation etc or explanation of statement. OR simple comments on the provenance: A Soviet view from the time so they will want to put their view forward to their people and the world.	
		The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	
	Level 3:	Agrees/disagrees using either source or own knowledge	4-5
		e.g. EITHER Evaluation of provenance of source: a Soviet view therefore it will want to blame the activities of the West for the wall- justify building explained- propaganda with a reason.	
		OR Develops knowledge of the effects of the building of the Wall: reduced number of defectors or explains the propaganda war between US and USSR over the Wall etc.?	
		The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	
	Level 4:	Uses source and knowledge to reach conclusion	6
		Both parts of Level 3.	
		The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.	

15 Which of these two events was the greater challenge to Khrushchev's policy of 'peaceful co-existence': **10**

- The Hungarian Rising, 1956;
- The U2 Crisis, 1960?

You must refer to **both** events when explaining your answer.

Target: Analysis and explanation of events leading to causation (AO 6.1)

Candidates either submit no evidence or fail to address the question.

0

Level 1: Simple descriptive comment and/or gives one reason.

1-2

e.g. Hungary rebelled and the rebellion was put down by Soviet tanks.

The U2 was a spy plane shot down over the USSR.

Hungary showed an internal threat to communism; U2 intensified the Cold War etc.

MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: EITHER

3-5

Develops one cause

This starts with description at the bottom of the level, then explanation and obtains top of level for assessment and focus on the question.

E.g. explanations could cover why the Soviets saw Nagy's reforms and the Hungarian Rising as a threat and intervened etc.;

Assesses the effect of this on peaceful co-existence – how it had encouraged the Hungarians; effect if any on the west or Warsaw Pact etc.

Explains why the U2 became a major crisis – American lies and how they were found out to be lies – refusal of Eisenhower to apologise;

Assesses the effect of this on peaceful co-existence: collapse of Paris Summit, importance explained etc.

OR

Covers both with some development or explanation

This will involve description or explanation of both with no analysis or assessment and little focus on the question.

N.B. An answer which explains both and supports the explanations with good depth and command of knowledge can be placed at the bottom of level 3.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question or establishing some argument.

6-8

e.g. assesses the effect of the U2 Crisis on peaceful co-existence and explains the effect of the Hungarian Rising.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Balanced, well argued answer linking both parts, focused on the question. **9-10**

e.g. assesses both parts in depth. Must reach a reasoned judgement for top of level.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Topic 6

- 16** During the 1980s the USSR struggled to gain control of Afghanistan. **4**
- Describe the main events of the war which led to the Soviet withdrawal from Afghanistan in 1989.
- Target: Description of key features and characteristics**
Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description.** **1**
e.g. USSR lost because of guerrilla warfare.
- Level 2: EITHER** **2-3**
Detailed description of limited aspects
e.g. develops one of the following:
Early success of the Soviet invasion – open warfare – captured main towns – replaced President Amin with pro Soviet Babrak Karmal.
Success of Mujaheddin – ‘jihad’ - geography of Afghanistan and guerrilla warfare – Soviet response.
Gorbachev and withdrawal – effect of fighting on economy of USSR – became defensive – later withdrawal.
Allow why- if rooted in events in Afghanistan.
- OR**
Limited description of a wider range of aspects
e.g. outline description of war.
- Level 3: Detailed description of several aspects** **4**
e.g. at least **two** of the points mentioned in the first part of level 2.

17	<p>Study Source F</p> <p>Source F gives some of the aims of Solidarity. Do you agree that these were Solidarity's main aims in the 1980s? Explain your answer by referring to the purpose of the source, as well as using its content and your knowledge.</p>	6
	<p>Target: Use of knowledge and evaluation of source to reach a conclusion Candidates either submit no evidence or fail to address the question.</p>	0
	<p>Level 1: General response relying on source or learned response e.g. Solidarity did want free trade unions, more pay for the workers etc. Agree because they were taken from Solidarity's own demands – disagree because they were not all of the demands. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	1
	<p>Level 2: Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about. e.g. general description of the Solidarity Movement and conditions in Poland in 1980. OR simple comments on the provenance: Walesa and most of Poland was Catholic, so they would want greater freedom for the Church – a trade union therefore would want better conditions for the workers etc.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	2-3
	<p>Level 3: Agrees/disagrees using either source or own knowledge e.g. EITHER Evaluation of provenance of source: they are a series of demands of what Solidarity wanted from the Polish government – in a position of strength because of the strikes in Poland – purpose: are they exaggerated to work out a compromise or are they toned down to reflect the nature of Poland? Could consider character of Walesa and his aims. OR Develops knowledge of Solidarity's aims and events in Poland in the 1980s – factions within group with different aims, more extreme than Walesa – did it have political aims? Communists thought it did: led to suppression – formed government in 1989 with Walesa as leader.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p>	4-5
	<p>Level 4: Uses source and knowledge to reach conclusion Both parts of Level 3. The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.</p>	6

- 18** Which of these two reasons was more important in bringing about the collapse of communism in Eastern Europe: **10**
- The policies of United States President Reagan;
 - The policies of Soviet General Secretary Gorbachev?

You must refer to **both** reasons when explaining your answer

- Target: Analysis and explanation of events leading to causation (AO 6.1)**
Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Simple descriptive comment and/or gives one reason.** **1-2**
e.g. Reagan hated communism and called it the evil Empire. Gorbachev introduced reforms to the USSR which tried to modernise communism. Reagan's policies meant that the USSR could not keep up and went broke. Gorbachev's reforms made people want further reforms.
MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

- Level 2: EITHER** **3-5**
Develops one cause
This starts with description at the bottom of the level, then explanation and obtains top of level for assessment and focus on the question.
E.g. explains how Reagan tried to oppose communism by increasing American spending on the military – SDI – cruise missiles in Europe – neutron bomb etc.;
Assesses the effect of this on the USSR – tried to maintain the balance of power by increasing their spending – led to ruined economy – changed policies necessary – Gorbachev etc.
Explains the reasons for or the effects of glasnost and perestroika: the rise of opposition to communism;
Assesses the effect of this: how it led to the collapse of communism – withdrawal of Red Army in March 1989 and its effect – could cover opposition to Gorbachev within the USSR – Yeltsin and the break up of the USSR etc.

OR

Covers both with some development or explanation

This will involve description or explanation of both with no analysis or assessment and little focus on the question.

N.B. An answer which explains both and supports the explanations with good depth and command of knowledge can be placed at the bottom of level 3.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question or establishing some argument. **6-8**

e.g. assesses the part played by Reagan's policies in the collapse of communism and explains the effect of Gorbachev's reforms.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Balanced, well argued answer linking both parts, focused on the question. **9-10**

e.g. assesses both parts in depth. Must reach a reasoned judgement for top of level.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.