



General Certificate of Secondary Education

GCSE History
Specification B

**Unit 1 International Relations: Conflict and
Peace in the Twentieth Century**

Specimen Mark Scheme

Version for 2013 onwards (including Spelling, Punctuation and Grammar)

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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GENERAL CERTIFICATE OF SECONDARY EDUCATION

HISTORY SPECIFICATION B

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.

Paper 1: International Relations: Conflict and Peace in the Twentieth Century

Section A

Question 1

- (a) In 1914, two armed camps existed in Europe, the Triple Alliance and the alliances between Britain, France and Russia. **4**
Describe the main features of this alliance system.
- Target: Description of key features and characteristics (AOs 1 and 2)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description** **1**
For example, Germany was in one alliance and France was in the other.
- Level 2: EITHER** **2-3**
Detailed description of limited aspects
For example, develops one of the following:
Details of the membership of the alliances: The Triple Alliance: Germany, Austria-Hungary and Italy. Entente: France, Great Britain and Russia.
Description of how the Entente was formed: Entente Cordiale – Morocco – German policy.
Description of the effects of the alliances, for example, the encirclement of Germany
The nature of the alliances: secrecy; the colonial nature of entente; the strengthening of the Triple Alliance after Bosnia.
The alliances in action – how they led to the outbreak of the First World War.
- OR**
Limited description of a wider range of aspects
For example, an outline description of the alliances.
- Level 3: Detailed description of several aspects** **4**
For example, of at least **two** of the points mentioned in the first part of Level 2.

(b)	<p>Source A suggests possible aims of German foreign policy before the First World War. Do you agree that these were the main aims of Germany's foreign policy before the 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
Target:	<p>Use of knowledge and evaluation of source to reach a conclusion (AOs 1,2 and 3)</p>	
	Candidates either submit no evidence or fail to address the question.	0
Level 1:	<p>General response relying on source or learned response.</p> <p>For example, Germany did make agreements such as the Triple Alliance; Germany wanted power, 'a place in the sun'; The source is written by a German and therefore 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
Level 2:	<p>Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about.</p> <p>For example, shows an awareness of Kaiser Wilhelm's views on Empire; the rivalry between Germany and France in Morocco; the competition with Great Britain at sea.</p> <p>OR</p> <p>Makes simple comments on the provenance of the source: it was written by a German historian who will have researched the topic, going beyond bias etc. 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
Level 3:	<p>Agrees/disagrees using either source or own knowledge</p> <p>For example:</p> <p>EITHER</p> <p>Evaluation of the provenance of the source: the historian is trying to support his own view and therefore the argument is one-sided rather than a balanced argument.</p> <p>OR</p> <p>Develops ideas of Kaiser Wilhelm's 'place in the sun' and support for Austria-Hungary by reference to events such as Morocco, Bosnia, the naval race and arms build up.</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
Level 4:	<p>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

- (c) Which was the more important reason for Great Britain joining the First World War in 1914: 10
- the Naval Race with Germany 1906-1914;
 - the Schlieffen Plan?

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

Target: Analysis and explanation of events leading to causation (AO1 and 2)

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

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

For example, Germany tried to build more Dreadnoughts than Britain.

The Schlieffen Plan was Germany's plan to attack France.

The Naval Race caused Great Britain to distrust Germany, the Schlieffen Plan led to Great Britain joining the war. **The answer must cover both bullet points to reach the top of the 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.

For example, explanations could cover why Germany's fleet worried Great Britain– the effect of geography, Dreadnoughts, etc. Assesses the effect of this on relations between Great Britain and Germany: was it a reason for war/ the reason for Great Britain seeking allies, or was the race all over by 1912?

Explains the neutrality of Belgium: assesses how/if it was this that led to Great Britain entering the war– the sanctity of treaties, the proximity of Belgium to Great Britain, the commitment to France 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

For example, assesses the part played by naval rivalry in Great Britain entering the war and explains the effects of the Schlieffen Plan in 1914.

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

For example, assesses both parts of the question in depth. The answer must reach a reasoned judgement for the 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.

Question 2

- (a) The French leader, Clemenceau, saw the Treaty of Versailles as an opportunity to cripple Germany so that it could not attack France again. Describe how the Treaty of Versailles weakened Germany. **4**

Target: Description of key features and characteristics (AOs 1 and 2)

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

Level 1: Basic description **1**

For example, Germany lost land and had to pay money to the victors.

Level 2: EITHER **2-3**

Detailed description of limited aspects

For example, develops one of the following:

Describes territorial losses with examples such as Alsace Lorraine; Saar; Eupen and Malmedy; Schleswig Holstein; the Polish Corridor etc.

Describes military limitations: Germany was limited to 100000 soldiers; no conscription and no tanks or U Boats; The Rhineland was to be demilitarised etc. Reparations and their effect.

OR

Limited description of a wider range of aspects

For example, an outline description of the terms of the Treaty of Versailles.

Level 3: Detailed description of several aspects **4**

For example, at least **two** of the points mentioned in the first part of Level 2.

- (b) **Source B** suggests a weakness of the League of Nations in 1920. Do you agree that this was the main weakness of the League of Nations? **6**
 Explain your answer by referring to the purpose of the source, as well as using its content and your knowledge.
- Target: Use of knowledge and evaluation of source to reach a conclusion (AOs 1,2 and 3)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: General response relying on source or learned response** **1**
 For example, the USA did not join the League; they were the keystone etc.; It is a British cartoon and therefore biased.
 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**
 For example, makes general reference to weaknesses of the League such as identifying who else did not join; the attitude of the USA; the lack of an army to enforce its decisions etc. OR makes simple comments on the provenance of the source: the effect of when it was published etc.
 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 the provenance of the source: it is a British cartoon and therefore could be criticising the USA, whose President had founded the League and then the country would not join.
OR
 Develops understanding of the cartoon and the weakness of the League in 1920: what the withdrawal of the USA meant in real terms—more responsibility placed on Great Britain and France, both of whom had been weakened by the war; explains other weaknesses.
 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.

- (c) Which was more important as a reason for the failure of the League of Nations: 10
- its handling of the Manchurian Crisis 1931-33;
 - its handling of the Abyssinian Crisis 1935-36?
- You must refer to **both** reasons when explaining your answer.

Target: Analysis and explanation of events leading to causation (AO1 and 2)

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

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

For example, Japan was able to take Manchuria in spite of opposition from the League of Nations.

Mussolini took Abyssinia in spite of sanctions.

They led to Japan and Italy leaving the League, which weakened it.

The response must cover both bullet points for the top of the 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.

For example, explanations could cover why the League of Nations was unable or unwilling to act: the Lytton Commission; no army, no sanctions etc.

Assesses the effect of this on the failure of the League of Nations: the League failed its first test against a major power and this encouraged others, e.g. Mussolini.

Explains the failure of attempts to solve the Abyssinian Crisis: sanctions and why they were limited; the Hoare Laval Pact etc.

Assesses the importance of this on the failure of the League of Nations: was it the end of the League? Hitler and the Rhineland; appeasement 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

For example, assesses the part played by Abyssinia in the failure of the League of Nations 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

For example, assesses both parts of the question in depth. The answer must reach a reasoned judgement for the 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.

Question 3

- (a) In March 1938, Hitler entered Vienna and was cheered by large crowds. **4**
Describe how Hitler took control of Austria in 1938.
- Target: Description of key features and characteristics (AOs 1 and 2)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description** **1**
For example, the people voted for Hitler.
- Level 2: EITHER** **2-3**
Detailed description of limited aspects
For example, develops one of the following:
Preparations made by Hitler after the failure of 1934: the Spanish Civil War; the Rome/Berlin Axis; the Anti Comintern Pact.
Demonstrations in Austria in 1938: Schuschnigg's response – the failed plebiscite – Seyss Inquart – the new plebiscite and the role of Germany.
Foreign reaction: it was forbidden by Treaty of Versailles; appeasement; the country was German speaking; the effect of plebiscite etc.
OR
Limited description of a wider range of aspects
For example, an outline description of Anschluss.
- Level 3: Detailed description of several aspects** **4**
For example, at least **two** of the points mentioned in the first part of Level 2.

(b)	<p>Source C suggests reasons why Chamberlain and Daladier signed the Munich Agreement in 1938.</p> <p>Do you agree that these were the main reasons?</p> <p>Explain your answer by referring to the purpose of the source, as well as using its content and your knowledge.</p>	6
Target:	<p>Use of knowledge and evaluation of source to reach a conclusion (AOs 1,2 and 3)</p>	
	Candidates either submit no evidence or fail to address the question.	0
Level 1:	<p>General response relying on source or learned response.</p> <p>For example, the Munich Agreement did bring Hitler closer to USSR; Chamberlain and Daladier were both present at Munich.</p> <p>It is a Soviet cartoon and therefore 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
Level 2:	<p>Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about.</p> <p>For example, general reference to appeasement and Chamberlain's aims at Munich – 'Peace in our Time' etc. OR makes simple comments on the provenance of the source: it reflected the views of many Soviets at the time 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
Level 3:	<p>Agrees/disagrees using either source or own knowledge</p> <p>For example:</p> <p>EITHER</p> <p>Evaluation of the provenance of the source: it is a Soviet cartoon and therefore presumed that this was the reason, as they had been left out of the Munich talks and blamed Great Britain and France for this, even though the talks were called by Mussolini.</p> <p>OR</p> <p>Develops understanding of the cartoon and the Soviet view: reasons for the Munich Agreement; explains the theory of appeasement; the reasons why Chamberlain and Daladier were desperate for peace; the effect that the Agreement had on Czechoslovakia in 1939; Great Britain and France did refuse to ally themselves with the USSR in 1939; Hitler did have designs on USSR (Mein Kampf; 1941).</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
Level 4:	<p>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

- (c) Which was the bigger threat to European peace in the 1930s: 10
- the re-militarisation of the Rhineland 1936;
 - the Nazi-Soviet Pact 1939?

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

Target: Analysis and explanation of events leading to causation (AO1 and 2)

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

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

For example, the remilitarisation of the Rhineland had been forbidden by the Treaty of Versailles.

The Nazi Soviet Pact was an agreement between Hitler and Stalin.

The remilitarisation moved the German army nearer to France.

The Pact led to the outbreak of the war.

The response must cover both bullet points for the top of the 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.

For example, explanations could cover why the remilitarisation was successful, the risk that Hitler had taken, why Great Britain and France did not resist him.

Assesses the effect of this on Hitler's foreign policy: what he had gained—did it bring war nearer? 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**
- For example, assesses the threat of German remilitarisation and explains the Nazi-Soviet Pact.
- 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**
- For example, assesses both parts in depth. Must reach a reasoned judgement for the 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.

Question 4

- (a) In 1946 Winston Churchill claimed that Europe had been divided by an 'Iron Curtain'. Describe how Europe became divided in the years 1945-1946. **4**

Target: Description of key features and characteristics (AOs 1 and 2)

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

Level 1: Basic description

For example, Europe was divided between East and West, between communism and capitalism. **1**

Level 2: EITHER

Detailed description of limited aspects

For example, develops one of the following:

The fall of Berlin; the division of Germany at Yalta and Potsdam.

Poland: decisions made at Yalta and Potsdam – Soviet policy.

The different approach to zones in East and West.

Description of other countries occupied by the USSR 1945-46.

OR

Limited description of a wider range of aspects

For example, an outline description of East and West.

2-3

Level 3: Detailed description of several aspects

For example, at least **two** of the points mentioned in the first part of Level 2.

4

(b)	<p>Source D suggests reasons why the Americans introduced the Marshall Plan. Do you agree that these were the main reasons for the Marshall Plan? Explain your answer by referring to the purpose of the source, as well as using its content and your knowledge.</p>	6
Target:	<p>Use of knowledge and evaluation of source to reach a conclusion (AOs 1,2 and 3)</p>	
	Candidates either submit no evidence or fail to address the question.	0
Level 1:	<p>General response relying on source or learned response For example, the Marshall Plan was opposed to communism: it was to keep democracy, capitalism in the West. The source is Soviet and 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
Level 2:	<p>Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about. For example: EITHER General reference to the aims of the Marshall Plan and its link to the Truman Doctrine – the concerns of USA about the spread of communism. OR Simple comments on the provenance of the source: a Soviet comment from someone who was involved at the time, trying to make excuses for USSR opposing it. 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
Level 3:	<p>Agrees/disagrees using either source or own knowledge EITHER Evaluation of the provenance of source: a Soviet view which indicates how Stalin was trying to discredit the USA – trying to explain why he forbade the Eastern Bloc from accepting Marshall Aid; Stalin did not have the economic power to match American aid therefore claimed it was ‘dollar imperialism’. OR Develops knowledge of the aims of the Marshall Plan, explaining its connection with the Truman Doctrine and the policy of ‘containment’. The response could explain the American view of the connection between poverty and communism. The Marshall Plan was offered to the whole of Europe but with strings. 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
Level 4:	<p>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

- (c) Which was more important as a reason for the development of the Cold War in the years 1948 to 1955: 10

- the Berlin Blockade 1948-1949;
- the Korean War 1950-1953?

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

Target: Analysis and explanation of events leading to causation (AO1 and 2)

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

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

For example, the Berlin Blockade was when Stalin cut off all the routes into Berlin.

The Korean War was when the United Nations and the USA intervened in the war between North and South Korea.

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

There was a war between the USA and communism in Korea. **The response must cover both bullet points for the top of the 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.

For example, explanations could cover why Stalin enforced the Blockade, why the West reacted with the Berlin Airlift etc.

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

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

Assesses the importance of this on the Cold War: extended to include China; it was not the USA versus the USSR but the USSR was involved in supplying North Korea; the aims of MacArthur and the risks 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**
- For example, assesses the part played by the Berlin 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**
- For example, assesses both parts in depth. Must reach a reasoned judgement for the top of the 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.

Question 5

- (a)** The Cuban Missile Crisis of 1962 is often regarded as the closest the world has come to nuclear war. **4**

Describe how the USA and USSR almost went to war over Cuba in 1962.

Target: Description of key features and characteristics (AOs 1 and 2)

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

Level 1: Basic description. **1**

For example, Soviet missiles were set up on Cuba and these were a threat to the USA.

Level 2: EITHER **2-3**

Detailed description of limited aspects

For example, develops one of the following:

The danger of Cuba to the USA – Castro's politics, Cuba's proximity, the Soviet missiles etc.

Kennedy's reaction – alternatives – Blockade etc.

The exchange of letters between Kennedy and Khrushchev – end of the crisis.

Potential danger to the world explained – how near was nuclear war?

OR

Limited description of a wider range of aspects

For example, an outline description of the Cuban Missile Crisis.

Level 3: Detailed description of several aspects **4**

For example, at least **two** of the points mentioned in the first part of Level 2.

(b)	<p>Source E suggests a reason for the building of the Berlin Wall in 1961. Do you agree that this was the main reason?</p> <p>Explain your answer by referring to the purpose of the source, as well as using its content and your knowledge.</p>	6
Target:	<p>Use of knowledge and evaluation of source to reach a conclusion (AOs 1,2 and 3)</p>	
	Candidates either submit no evidence or fail to address the question.	0
Level 1:	<p>General response relying on source or learned response</p> <p>For example, the Berlin Wall did stop people escaping from the USSR; some were killed trying to cross the Wall etc.</p> <p>The source is American and therefore 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
Level 2:	<p>Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about.</p> <p>For example:</p> <p>EITHER</p> <p>General reference to the reasons for the building of the Berlin Wall, refugees, the differences between East and West Berlin etc.</p> <p>OR</p> <p>Simple comments on the provenance of the source: an American newspaper publication from the time reflecting views in the USA on the Wall.</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
Level 3:	<p>Agrees/disagrees using either source or own knowledge</p> <p>For example:</p> <p>EITHER</p> <p>An evaluation of the provenance of the source: it is American therefore its purpose is to ridicule Khrushchev and the Berlin Wall, showing how backward and ineffectual the communist Soviet regime is that they have to resort to force to prevent their people from escaping to the West.</p> <p>OR</p> <p>Develops knowledge of the reasons for the building of the Wall: problem of refugees and their effect on the Soviet economy and morale; the reasons given by the Soviets: spies, previous invasions, Soviet fear of a revived Germany. Kennedy's view of the Wall – did it work re defections 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
Level 4:	<p>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

- (c) Which event was the greater threat to the Soviet control of East Europe 10
- the Hungarian Rising of 1956;
 - the Prague Spring in Czechoslovakia in 1968?

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

Target: Analysis and explanation of events leading to causation (AO1 and 2)

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

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

For example, Hungary rebelled and the rebellion was put down by Soviet tanks.

The Prague Spring was a set of reforms which the USSR opposed and they sent in the army to reverse them.

Both the Hungarian Rising and the Prague Spring could have lead to the break up of the Warsaw Pact and the Soviet Bloc in Europe. **The response must cover both bullet points for the top of the 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.

For example, 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 the Soviet Bloc, the West and Hungary. Could link it to peaceful coexistence and the Warsaw Pact.

Explains why the Prague Spring was popular; how Dubcek tried to avoid Soviet intervention; why the Soviets saw it as a threat and intervened.

Assesses the effect of this: the danger to the communist bloc: its effect on the West; the USSR's attitudes, the Brezhnev Doctrine.

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**
- For example, assesses the threat played by the Prague Spring to Soviet control and explains the threat 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**
- For example, assesses both parts in depth. Must reach a reasoned judgement for the top of the 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.

Question 6

- (a) In 1980 President Carter of the USA withdrew the USA from the Moscow Olympics. In 1981 President Reagan became the United States President. Describe how the Cold War was renewed by Reagan in the 1980s. **4**

Target: Description of key features and characteristics (AOs 1 and 2)

Candidates either submit no evidence or fail to address the question. **0**
Level 1: Basic description. **1**
 For example, Reagan hated communism and the USA opposed the Soviet presence in Afghanistan.

Level 2: EITHER **2-3**
Detailed description of limited aspects
 For example, develops one of the following:
 The USA and Afghanistan: why they were concerned, their part in the war.
 Reagan and the 'evil empire' – the part it played in his election after the Détente years.
 New weapons developed by Reagan: Cruise missiles in Western Europe, the neutron bomb and its effects – the effect of extra spending on the USSR – end of the balance of power, explanation of MAD.
 The Star Wars Project – its importance explained.
OR
Limited description of a wider range of aspects:
 For example, outline description of Reagan and Cold War.

Level 3: Detailed description of several aspects **4**
 For example, at least **two** of the points mentioned in the first part of Level 2.

(b)	<p>Source F suggests reasons for the failure of the Soviets in Afghanistan 1979-1989. Do you agree that these were the main reasons? Explain your answer by referring to the purpose of the source, as well as using its content and your knowledge.</p>	6
Target:	<p>Use of knowledge and evaluation of source to reach a conclusion (AOs 1,2 and 3)</p>	
	Candidates either submit no evidence or fail to address the question.	0
Level 1:	<p>General response relying on source or learned response For example, they were fighting an irregular army in a country they did not know, so could not win. etc. The source is Soviet and 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
Level 2:	<p>Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about. For example, general description of why the Soviets were involved in the war and the war itself. OR simple comments on the provenance of the source: the value of hindsight, reflecting on war, Soviet origin but going beyond bias etc. 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
Level 3:	<p>Agrees/disagrees using either source or own knowledge e.g. EITHER Evaluation of the provenance of the source: a Soviet view but it is critical of Soviet involvement – it appears to be a pacifist view or the view of an opponent of the communist regime who had opposed the war and Soviet policy in Afghanistan. OR Develops knowledge of the war, why the Soviets became involved, commenting on their ‘right’ to be there; the nature of the Afghan guerrilla warfare and why the Soviets were unable to defeat them. 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
Level 4:	<p>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

- (c) Which was a more important reason for the collapse of communism in Central and Eastern Europe: 10

- 'Solidarity' in Poland;
- The policies of Mikhail Gorbachev?

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

Target: Analysis and explanation of events leading to causation (AO1 and 2)

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

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

For example, Solidarity was a trade union in Poland which challenged communist rule there.

Gorbachev introduced reforms to the USSR which tried to modernise communism.

Solidarity eventually went on to gain power in Poland.

Gorbachev's reforms made people want further reforms. **The response must cover both bullet points for the top of the 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.

For example, explains why solidarity was seen as a danger by the communist authorities and why it was driven underground etc.

Assesses the short and long-term effects of solidarity—the reaction of the West to Walesa and the Solidarity Movement—the success of Solidarity in 1989 etc.

Explains the reasons for or the effects of glasnost and perestroika: the rise of opposition to communism etc.

Assesses the effect of this: how it led to the collapse of communism—withdrawal of the Red Army in March 1989 and its effect, 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**
- For example, assesses the part played by Solidarity in the collapse of communism and explain the effects 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 the top of the 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.