

**GCSE**  
**HISTORY**  
**8145/1B/C**

Paper 1 Section B/C:

Conflict and tension between East and West,  
1945–1972

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Mark scheme

June 2020

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

### Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	<b>Performance descriptor</b>	<b>Marks awarded</b>
High performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>	4 marks
Intermediate performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>	2–3 marks
Threshold performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>	1 mark
No marks awarded	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

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**Source A** supports talks to reduce tension between the USSR and the USA. How do you know?

Explain your answer using **Source A** and your contextual knowledge.

**[4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target Analyse sources contemporary to the period (AO3a)**

**Level 2: Developed analysis of source based on content and/or provenance 3–4**

Students may progress from a simple analysis of the source with extended reasoning supported by factual knowledge and understanding related to the features of the source.

For example, the image suggests the urgent need for the USA and USSR to meet for strategic arms limitation talks; this would benefit the tax payers. The talks reduced tension during the Détente period when the Superpowers made agreements to reduce the number of nuclear weapons they had. Both sides needed to reduce their spending on the arms race.

**Level 1: Simple analysis of source based on content and/or provenance 1–2**

Students identify relevant features in the source and support them with simple factual knowledge and understanding.

For example, the cartoon shows tax payers being squashed by the weight of weapons. The USA and USSR had meetings during the period of Détente.

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

0 2

How useful are **Sources B** and **C** to an historian studying the U2 crisis?

Explain your answer using **Sources B** and **C** and your contextual knowledge.

**[12 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**

**Analyse sources contemporary to the period (AO3a)**  
**Evaluate sources and make substantiated judgements (AO3b)**

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of sources (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

**Level 4: Complex evaluation of both sources with sustained judgement based on content and provenance** **10–12**

Students may progress from a developed evaluation of the sources by complex reasoning related to utility on the basis of content and provenance. They may evaluate the relationship between the sources based on analysis of provenance and contextual knowledge.

For example, the sources are useful because they show that the U2 crisis had a significant effect on the balance of power and blame in the Cold War. The USA was criticised by its closest ally, Great Britain, and could no longer claim that the USSR was wholly responsible for the tension of the Cold War.

**Level 3: Developed evaluation of sources based on the content and/or provenance** **7–9**

Students may progress from a simple evaluation of the sources with extended reasoning related to utility on the basis of content and/or provenance.

For example, the provenance of Source B is useful for studying the impact of the U2 crisis in the wider context of the Cold War. The cartoon shows British criticism of the use of the U2 plane because it has damaged the possibility of a summit meeting and a thaw in the relationship with the USSR.

Source C refers to the capture of the U2 pilot Gary Powers and the false claim by the USA that the U2 was studying weather conditions. When the USA refused to admit to spying and apologise, Khrushchev stormed out of the Paris Peace Summit.

**Level 2: Simple evaluation of source(s) based on content and/or provenance 4–6**

Students may progress from a basic analysis of the source(s) to simple evaluation of the content and/or provenance.

For example, Source B shows that the superpowers were coming together to have a meeting but the use of a U2 plane by America meant that the meeting did not go ahead.

Source C is useful to show how the USSR used the incident to embarrass the USA and demand an apology for spying.

**Level 1: Basic analysis of sources(s) 1–3**

Answers may show understanding/support for one or both sources, but the case is made by assertion/basic inference.

Students identify basic features which are valid about the sources and related to the enquiry point, for example, Source B shows that a U2 plane crashed. In Source C the USSR says it wants peaceful co existence but the USA does not.

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

**0 3**

Write an account of how events in Cuba affected Cold War tensions.

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**  
**Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)**

**Level 4:**      **Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**      **7–8**

Extends Level 3.

Students may progress from a developed narrative of causation/consequence with complex sequencing and reasoning supported by a range of accurate and detailed factual knowledge and understanding which might be related, for example, to an analysis of how/why tension increased at different stages and /or showing understanding about how much each part of the sequence increased tension and led to a crisis.

For example, analysis of different consequences over time. In the long term the events in Cuba eased the tension of the Cold War. To improve communication between the Superpowers a special phone line was established so that the leaders could speak directly to each other.

**Level 3:**      **Developed analysis of causation/consequence**      **5–6**  
**Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Extends Level 2.

Students may progress from a simple narrative of causation/consequence with developed sequencing and reasoning supported by a range of accurate factual knowledge and understanding which might be related, for example to an analysis of how/why tension increased at one stage in the process.

For example, tension increased when Kennedy place a naval blockade around Cuba to prevent any more missiles arriving from the USSR. He threatened to take military action against any attempt to breach the quarantine.



**Level 2: Simple analysis of causation/consequence** **3–4**  
**Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question**

Students may progress from a basic narrative of causation/consequence by showing a simple understanding of sequencing, supporting it with factual knowledge and understanding.

For example, the USSR put nuclear missiles on the island of Cuba and this was close enough to place the USA in danger of a direct attack.

**Level 1: Basic analysis of causation/consequence** **1–2**  
**Answer is presented as general statements which demonstrates basic knowledge and understanding that is relevant to the question**

Students identify cause(s)/consequence(s) about the events such as the Cuban Missile Crisis could have led to nuclear war.

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

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

**0 4**

'The main cause of tension between the USA and the USSR in the years 1945 to 1949, was the atom bomb.'

How far do you agree with this statement?

Explain your answer.

**[16 marks]**  
**[SPaG 4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

<b>Target</b>	<b>Explain and analyse historical events and periods studied using second-order concepts (AO2:8)</b> <b>Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)</b>	
<b>Level 4:</b>	<b>Complex explanation of stated factor and other factor(s) leading to a sustained judgement</b> <b>Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question</b> Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.  Extends Level 3.  Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by detailed factual knowledge and understanding to form a sustained judgement.  For example, tension existed between the USA and the USSR even before the atom bomb was used because of their opposing ideologies of communism and democracy. However, the atom bomb created a new and more dangerous level of tension as the ensuing arms race saw both sides rivalling to create superior nuclear capability.	<b>13–16</b>
<b>Level 3:</b>	<b>Developed explanation of the stated factor and other factor(s)</b> <b>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b>  Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.  Extends Level 2.	<b>9–12</b>

Answer may suggest that one reason has greater merit.

Students may progress from a simple explanation of causation with developed reasoning supported by factual knowledge and understanding.

For example, The USA was the first country to use an atom bomb and it showed they were the most powerful country in the world. Over 100,000 people were killed in Japan by the atom bombs. Stalin was angry that Truman had kept this weapon secret and in retaliation, the USSR had developed their own nuclear weapon by 1949.

For example, the Truman Doctrine was also a reason for tension between the Superpowers 1945-49 because it was a declaration of support by the USA to any country that was threatened by communism. The Marshall Plan offered funds to rebuild countries and make communism less attractive. Stalin felt this was an attack on his influence and accused the USA of having a policy of 'dollar imperialism'.

**Level 2: Simple explanation of stated factor or other factor(s)** **5–8**  
**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Answers arguing a preference for one judgement but with only basic explanation of another view will be marked at this level.

Students may progress from a basic explanation of causation by simple reasoning and supporting it with factual knowledge and understanding.

For example, the main reason for tension was because of Soviet Expansion after the Second World War. Stalin had used force to spread Communism into Eastern European countries, such as Poland. The USA believed in democracy and free elections; they wanted to stop Communism spreading any further.

**Level 1: Basic explanation of one or more factors** **1–4**  
**Answer demonstrates basic knowledge and understanding that is relevant to the question**

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation of one or more factors.

Students may offer a basic explanation of the stated factor, such as the use of the Atom Bomb by the USA started an Arms Race with the USSR.

Students may offer basic explanations of other factor(s), for example, there was tension between the Superpowers over control of Berlin.

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

**Spelling, punctuation and grammar**

	<b>Performance descriptor</b>	<b>Marks awarded</b>
High performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>	4 marks
Intermediate performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>	2–3 marks
Threshold performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>	1 mark
No marks awarded	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0 marks