



GCSE

HISTORY

8145/1B/C

Paper 1B/C: Conflict and tension between East and West, 1945–1972

Mark scheme

Specimen Material

Version E1

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 Assessment Writer.

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.

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

0	1
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Source A supports the Soviet Union. 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 individual interpretations (AO4a)
Analyse how interpretations of a key feature of a period differ (AO4b)

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 caption which projects a progressive and heroic image by seeing the Soviets as ‘pioneers’ of space; the Soviet spaceman is depicted in triumphant pose and holds aloft the hammer and sickle emblems; the four sputnik flights are represented as stars lighting up the sky; the date of the poster can be linked to the Soviet Union’s triumph in the space 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 legend (‘Glory to the Soviet people’) was very pro-Soviet Union; it was painted by a Soviet artist so it would be propaganda.

Students either submit no evidence or fail to address the question

0

0	2
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How useful are **Sources B** and **C** to an historian studying opinions about the Marshall Plan?

Explain your answer using **Sources B** and **C** 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)
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, taken together the sources are useful because they reflect similar attitudes towards the Marshall Plan emphasising its benefits. Equally candidates may discern a different emphasis arising from authorship or the passage of time. Students may recognise the limitations of the sources, in that their western provenance may only offer a partial view.

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, they may focus on the specific aspects of the sources individually and explain how they might reflect opinions towards the Marshall Plan, such as how it stressed co-operation in Europe and that there was evidently a desire/need to promote this in 1950 (Source B) and the way the support for freedom was linked to its American originator's initial anti-Communist emphasis (Source C).

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, the poster (Source B) is useful because it shows how the Marshall Plan was presented as bringing the countries of Europe together.

Marshall's speech (Source C) may be used by historians to shed light on how the Marshall Plan was viewed by its founder as a means to remove poverty and to preserve freedom.

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, the message of the poster that there was unity because the flags of Europe are together. Source C says that the Marshall plan was meant to stop poverty.

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

0 3

Write an account of how events in Hungary became an international crisis during 1956.

[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 of Soviet actions meant that Cold War attitudes hardened at each stage, with evidence presented in the West of the Soviet's ruthless crushing of the revolt and the murder of its leaders, and the scale of Soviet military intervention against Hungarian citizens. It undermined the idea of 'peaceful co-existence' in a post-Stalinist era and the crisis escalated when Khrushchev carried his provocative veto in the UN in the face of Western protests. It was widely thought that US President Eisenhower supported the Hungarian Rising. East/West tensions arising from Hungary persisted against a background of the arms race and hard line Soviet attitudes.

Level 3:	<p>Developed analysis of causation/consequence 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</p> <p>Extends Level 2.</p> <p>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.</p> <p>For example, one consequence of the Soviet’s response to Nagy’s reforms was that it gave more evidence to the international community of the Communists’ ruthless attitude towards anything which threatened the USSR and the Warsaw Pact. Hungarians demanded independence and the withdrawal of Soviet troops. Condemnation grew when the Soviets sent in tanks and soldiers and the death toll mounted – probably over 11000 lost their lives. The scale of the repression against tens of thousands of Hungarian people shocked the West and provoked protests.</p>	5–6
Level 2:	<p>Simple analysis of causation/consequence Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question</p> <p>Students may progress from a basic narrative of causation/consequence by showing a simple understanding of sequencing, supporting it with factual knowledge and understanding.</p> <p>For example, the Soviet Union was behind the crisis because it crushed the Hungarian people’s demands for independence and withdrawal of all of Soviet troops. The Soviets’ violent military reaction against the revolt upset the West and led to international protests.</p>	3–4
Level 1:	<p>Basic analysis of causation/consequence Answer is presented as general statements which demonstrates basic knowledge and understanding that is relevant to the question</p> <p>Students identify cause(s)/consequence(s) about the events such as Nagy made reforms, which made Russia send troops into Hungary again.</p>	1–2
	<p>Students either submit no evidence or fail to address the question</p>	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
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‘The main reason for the tension between East and West in Europe in the 1960s was the actions of the Soviet Union.’

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.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:8)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)

Level 4: **Complex explanation of stated factor and other factor(s) leading to a sustained judgement** **13–16**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

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.

This might be related, for example, to the way reasons interacted, such as the Soviet Union was mainly to blame because of their actions in Berlin and Prague. Although the arms race between the USA and the USSR might be seen as a bigger source of tension, America was only spending money on expensive weapons systems to deter further Soviet aggression.

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,

Students may offer basic explanations of other factor(s), for example, arguing that America was responsible for the tension in the 1960s because of such reasons as their expenditure on weapons and spying on Russia during the Geneva talks which broke down trust. America's investment in West Germany so soon after the Second World War was viewed with hostility and suspicion in the USSR.

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

Spelling, punctuation and grammar

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