



**General Certificate of Secondary Education  
January 2012**

**GCSE History**  
*Specification B*

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

**Final**

***Mark Scheme***

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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## 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  | 32.5        |
| AO2                   | Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> <li>• key concepts: causation, consequence, continuity, change and significance within an historical context</li> <li>• key features and characteristics of the periods studied and the relationship between them</li> </ul> | 32.5        |
| AO3                   | Understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• a range of source material as part of an historical enquiry</li> <li>• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry</li> </ul>  | 35          |

- **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**

- 0 1** Between 1904 and 1907, Britain made agreements with France and Russia. **4**  
Describe the main features of the Entente Cordiale and Britain's agreement with Russia.
- Target: Description of key features and characteristics (AO 1 and 2)**
- Candidates either submit no evidence or fail to address the question. **0**
- MARK GENEROUSLY**
- Level 1: Basic description** **1**  
e.g. led to GB fighting alongside France and Russia in 1914 etc.  
Back up if they went to war.
- Level 2: EITHER** **2-3**  
**Detailed description of limited aspects**  
e.g. develops one of the following:  
nature of the alliances – colonial agreements, not commitments etc;  
examples of areas concerned with – Egypt and Morocco; Persia and Tibet etc  
origins – Morocco 1905/06 - comments on splendid isolation;  
development of agreements 1907-1914.  
Also accept as Level 2 ideas comments such as:  
A defensive agreement/alliance; formed the Triple Entente; France had an agreement with Russia first; friendly agreement; Kaiser tested it; surrounded Germany; caused by fear of Germany; any link to the Moroccan Crisis.  
**One accurate idea which goes beyond simple/general (2 marks)**  
**Two for 3 marks**
- OR**  
**Limited description of a wider range of aspects**  
e.g. outline description of agreements.
- Level 3: Detailed description of several aspects** **4**  
e.g. at least **two** of the points mentioned in the first part of level 2.
- OR**  
**Three accurate ideas on any points**



|            |  |            |
|------------|--|------------|
| <b>0 2</b> | <b>Study Source A.</b>   | <b>6</b>   |
|            | <b>Source A</b> shows that the Germans had sent a gunboat to the Moroccan port of Agadir in 1911.  |            |
|            | Do you agree that the sending of a gunboat to Morocco by the Germans in 1911 was the main reason why Britain supported France against Germany in the years 1911 to 1914? Explain your answer by referring to the purpose of the source, as well as using its content <b>and your knowledge</b> .   |            |
|            | <b>Target: Use of knowledge and evaluation of source to reach a conclusion (AO 1,2 &amp; 3)</b>  |            |
|            | Candidates either submit no evidence or fail to address the question.  | <b>0</b>   |
|            | <b>Level 1: General response relying on source or learned response.</b>  | <b>1</b>   |
|            | e.g. No, there were other reasons such as the naval rivalry, the Entente etc.<br>A photograph and photographs cannot lie.<br>The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.  |            |
|            | <b>Level 2: Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about.</b>   | <b>2-3</b> |
|            | e.g. shows awareness of Agadir Crisis in general terms and why it alarmed GB etc.<br>OR simple comments on the provenance: photograph could have been staged, in a French magazine therefore could be exaggerated 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.  |            |
|            | <b>Level 3: Agrees/disagrees using either source or own knowledge</b>  | <b>4-5</b> |
|            | e.g.<br><b>EITHER</b><br>Evaluation of provenance of source: photograph was in a French magazine on the front cover therefore it could have been an attempt to sensationalise the incident in order to draw attention to German policies etc.<br><b>OR</b><br>Uses knowledge of the Agadir Crisis and its effect on the Entente or GB's attitude towards Germany or explains other reasons why GB supported France against Germany such as naval rivalry, Schlieffen Plan and invasion of Belgium etc. to agree or disagree with the interpretation. |            |
|            | 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.   |            |
|            | <b>Level 4: Uses source and knowledge to reach conclusion</b>  | <b>6</b>   |
|            | Both parts of Level 3.<br>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.   |            |

- 0 3** Which of the following was more responsible for causing the First World War: **10**
- The aims and activities of the Black Hand;
  - The aims and actions of Austria-Hungary?

You must refer to both causes when explaining your answer.

**Target: Analysis and explanation of events leading to causation (AO 1 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**

e.g. the Black Hand was responsible for the assassination of Franz Ferdinand;

Austria Hungary wanted to conquer Serbia.

**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 3-6**

**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 Black Hand was opposed to A/H; why they assassinated the archduke, Bosnia etc.

Assesses the effect of assassination on the outbreak of war – the chain of events that followed – how far were they the responsibility of the Black Hand? Explains the aims of A/H – why they were opposed to Serbia and the Slavs – Bosnian Crisis.

Assesses how it led to the outbreak of the war – the ultimatum to Serbia – was Serbia involved in assassination? - was the assassination an excuse or a real cause? 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.**

One good explanation or two explanations of the same bullet point **plus** explanation of the other bullet point for top of level.

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.** **7-9**

e.g. assesses the part played A/H in the outbreak of war and explains the Black Hand.

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 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.** **10**

e.g. assesses both parts in depth with a reasoned judgement.

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.

- 0 4** At the end of the First World War, the Treaty of Versailles took land away from Germany and gave it to other countries. Describe these changes. **4**

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

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

**MARK GENEROUSLY**

**Level 1: Basic description**  
e.g. gives one loss e.g. lost Alsace Lorraine; lost the Polish Corridor etc. **1**

**Level 2: EITHER** **2-3**

**Detailed description of limited aspects**

e.g. covers any **ONE** of the following:

Alsace/Lorraine went to France; Eupen and Malmedy to Belgium; North Schleswig to Denmark; Saar to the League of Nations for 15 years or given to France and its resources could be used by France; West Prussia to Poland; effect of Polish Corridor on Germany; Silesia divided between Poland and Germany; Memel to Lithuania; Danzig became a free city of the League of Nations or given to Poland; loss of colonies with explanation re borders. Reward as an idea: general answers which list losses but not to whom; answers which cover the area of land lost.

**One accurate idea which goes beyond simple/general (2 marks)**

**Two for 3 marks**

**OR**

**Limited description of a wider range of aspects**

e.g. outline general not specific description of changes in borders.

**Level 3: Detailed description of several aspects** **4**  
e.g. at least **TWO** of the specific points mentioned in the first part of level 2.

**OR**

**Three accurate ideas covering both land taken and to whom**

|            |   |            |
|------------|---|------------|
| <b>0 5</b> | <p><b>Study Source B</b></p> <p><b>Source B</b> suggests that Clemenceau did not accept all of the aims of President Wilson of the USA.</p> <p>Do you agree that Clemenceau's aims at the Paris Peace Conference were not the same as Wilson's?</p> <p>Explain your answer by referring to the purpose of the source, as well as using its content <b>and your knowledge</b>.</p>   | <b>6</b>   |
|            | <p><b>Target: Use of knowledge and evaluation of source to reach a conclusion (AO 1,2 &amp; 3)</b></p> <p>Candidates either submit no evidence or fail to address the question.</p>   | <b>0</b>   |
|            | <p><b>Level 1: General response relying on source or learned response.</b></p> <p>e.g. Clemenceau wanted revenge.<br/>Clemenceau said it so it must be true.</p> <p>The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development</p>   | <b>1</b>   |
|            | <p><b>Level 2: Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about.</b></p> <p>e.g. shows awareness of Clemenceau's differences with Wilson at a simple level – war had been fought in France – revenge as opposed to fair peace etc.</p> <p>OR simple comments on the provenance: said before the Paris Peace Conference, but we do not know how accurate it is as it is reported; mocking Wilson with no explanation of why 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>   | <b>2-3</b> |
|            | <p><b>Level 3: Agrees/disagrees using either source or own knowledge</b></p> <p>e.g.</p> <p><b>EITHER</b></p> <p>Evaluation of provenance of source: Clemenceau was ridiculing Wilson comparing him to God – trying to undermine his influence prior to the Peace Conference etc.</p> <p><b>OR</b></p> <p>Shows some knowledge of the Fourteen Points and what Clemenceau objected to – reduction of arms for all countries, wanted greater protection for France than Wilson's Points gave, explanation of why Clemenceau's feelings were so strong against Germany, direct comparison between specific aims of Clemenceau and Wilson etc – could point out that Lloyd George had reservations about Wilson's aims - to agree or disagree with interpretation. Maximum of 4 if only one covered.</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> | <b>4-5</b> |

**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.

- 0 6** Which of these crises weakened the League of Nations more: **10**
- The Manchurian Crisis, 1931-1933;
  - The Abyssinian Crisis, 1935-1936?

You must refer to both crises when explaining your answer.

**Target: Analysis and explanation of events leading to causation (AO 1 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**  
 e.g. Japan took Manchuria in spite of opposition from the League.  
 Mussolini conquered Italy in spite of sanctions.

**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** **3-6**  
**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 League was unable or unwilling to act against Japan: Lytton Commission; no armed force; no sanctions; distance from Europe; effect of Wall St Crash etc.

Assesses the effect of this on the League – discouraged small nations; betrayed by a major member; encouraged others – Mussolini and Hitler - to challenge; did it matter because of distance from Europe?

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

Assesses how it weakened the League – action of League undermined by GB and France in Pact; how Hitler took advantage in the Rhineland; did it mark the end of the League in favour of 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.**

One good explanation or two explanations of the same bullet point **plus** explanation of the other bullet point for top of level.

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.** **7-9**

e.g. assesses the part played by the Abyssinian Crisis and explains the Manchurian Crisis.

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 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.** **10**

e.g. assesses both parts in depth with a reasoned judgement.

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.



- 0 7** When he came to power, Hitler planned to make Germany a great power again. Describe Hitler's main aims in foreign policy in the 1930s. **4**

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

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

**MARK GENEROUSLY**

**Level 1: Basic description** **1**  
e.g. he wanted to expand Germany; to take back land; reference to Mein Kampf etc.

**Level 2: EITHER** **2-3**  
**Detailed description of limited aspects**  
e.g. develops one of the following:  
describes how making Germany a great power may incorporate several aims;  
to take back land lost at Versailles; to reverse the Treaty of Versailles.  
Reward as an idea any example of this, e.g. he wanted Anschluss;  
re-armament; remilitarisation of the Rhineland etc.  
to unite all German speaking people under his rule;  
lebensraum;  
to destroy communism etc.

**One accurate idea which goes beyond simple/general (2 marks)**

**Two for 3 marks**

**OR**

**Limited description of a wider range of aspects**

e.g. outline description of Hitler's aims, listing the above with no development.

**Level 3: Detailed description of several aspects** **4**  
e.g. at least **two** of the points mentioned in the first part of level 2.

**OR**

**Three accurate ideas on any point(s).**

|            |  |            |
|------------|--|------------|
| <b>0 8</b> | <b>Study Source C.</b>   | <b>6</b>   |
|            | <p><b>Source C</b> suggests that the main aim of the Nazi-Soviet Pact of 1939 was to strengthen the peace between Nazi Germany and Soviet Russia.</p> <p>Do you agree that this was the main aim of the Pact?</p> <p>Explain your answer by referring to the purpose of the source, as well as using its content <b>and your knowledge</b>.</p>  |            |
|            | <p><b>Target: Use of knowledge and evaluation of source to reach a conclusion (AO 1,2 &amp; 3.</b></p>   |            |
|            | <p>Candidates either submit no evidence or fail to address the question.</p>   | <b>0</b>   |
|            | <p><b>Level 1: General response relying on source or learned response.</b></p> <p>e.g. It not true because Hitler hated USSR; true it is called a non aggression treaty etc.</p> <p>Extract from the treaty therefore it must be true etc.</p> <p>The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development</p>  | <b>1</b>   |
|            | <p><b>Level 2: Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about.</b></p> <p>e.g. shows awareness of Hitler’s views on communism and his aims in foreign policy etc.</p> <p>OR simple comments on the provenance: does not give whole of treaty therefore there may be other parts that are more important 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>   | <b>2-3</b> |
|            | <p><b>Level 3: Agrees/disagrees using either source or own knowledge</b></p> <p>e.g.</p> <p><b>EITHER</b></p> <p>Evaluation of provenance of source: part of the published treaty whose purpose was probably to convince the rest of the world of the peaceful nature of Hitler’s policies contrasts with secret nature of other clauses.</p> <p><b>OR</b></p> <p>Shows some understanding of Hitler and Stalin’s reasons for making the Pact – Hitler wanting to avoid a war on two fronts; Stalin wanting time to prepare and felt betrayed by GB and France after Munich and failed negotiations; partition of Poland that was planned in secret clauses etc. to agree or disagree with the interpretation.</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> | <b>4-5</b> |
|            | <p><b>Level 4: Uses source and knowledge to reach conclusion</b></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>   | <b>6</b>   |

- 0 9** Which of the following was the greater danger to European peace: **10**
- The Anschluss between Germany and Austria, March 1938;
  - The Sudeten Crisis September 1938?

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

**Target: Analysis and explanation of events leading to causation (AO 1 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**  
 e.g. Hitler increased his power by joining Austria to Germany.  
 Hitler was given the Sudetenland at Munich.  
**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** **3-6**  
**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 wanted Austria and the methods he used to gain control – Mussolini, Seyss Inquart, plebiscite etc.

Assesses the threat of this to peace – comments on appeasement; Hitler's future actions – the position of Czechoslovakia etc.

Explains the importance of the Sudeten Crisis and Munich – why Hitler wanted the Sudetenland; Chamberlain's attempts to prevent the danger of war with his visits to see Hitler; why Chamberlain agreed to the Munich settlement.

Assesses the threat of this crisis to the peace – preparations GB made for war after Godesberg; effect on Hitler of success, his views of Chamberlain and how this affected his future policies in 1939.

**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.**

One good explanation or two explanations of the same bullet point **plus** explanation of the other bullet point for top of level.

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.** **7-9**

e.g. assesses the threat of the Anschluss to the peace of Europe and explains the Sudeten Crisis.

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 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.** **10**

e.g. assesses both parts in depth with a reasoned judgement.

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.

- 1 0** In 1947 the USA promised to support all countries who were trying to remain free from communism. **4**  
Describe how the Marshall Plan helped to achieve this aim.
- Target: Description of key features and characteristics (AO 1 and 2)**
- Candidates either submit no evidence or fail to address the question. **0**
- MARK GENEROUSLY**
- Level 1: Basic description** **1**  
e.g. Marshall Plan gave money to non communist countries etc.
- Level 2: EITHER** **2-3**  
**Detailed description of limited aspects**  
e.g. develops one of the following:  
Marshall's views on poverty and the attraction of communism;  
Aims of the Marshall Plan in the Europe of 1947-48 - \$17 billion dollars of help;  
Countries which received the aid and those which did not – effect of this aid on the various countries.  
Reward: build up their economies; any example of this such as housing;  
Truman Doctrine links; Stalin's response.  
Do not reward aid to Turkey and Greece (Truman Doctrine)  
**One accurate idea which goes beyond simple/general (2 marks)**  
**Two for 3 marks**
- OR**  
**Limited description of a wider range of aspects**  
e.g. outline description of the Marshall Plan.
- Level 3: Detailed description of several aspects** **4**  
e.g. at least **two** of the points mentioned in the first part of level 2.
- OR**  
**Three accurate ideas on any point(s).**

|            |   |            |
|------------|---|------------|
| <b>1 1</b> | <p><b>Study Source D.</b></p> <p><b>Source D</b> suggests that the Americans had the support of the people of West Berlin during the Berlin Blockade.</p> <p>Do you agree that the main reason why Stalin called off the Blockade in 1949 was the support that the USA received in West Berlin?</p> <p>Explain your answer by referring to the purpose of the source, as well as using its content <b>and your knowledge</b>.</p>   | <b>6</b>   |
|            | <p><b>Target: Use of knowledge and evaluation of source to reach a conclusion (AO 1,2 &amp; 3)</b></p> <p>Candidates either submit no evidence or fail to address the question.</p>   | <b>0</b>   |
|            | <p><b>Level 1: General response relying on source or learned response.</b></p> <p>e.g. the airlift was very popular they needed the food etc.<br/>A photograph so it must be true, propaganda etc.<br/>The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development</p>  | <b>1</b>   |
|            | <p><b>Level 2: Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about.</b></p> <p>e.g. makes general comments on the blockade and airlift etc.<br/>OR simple comments on the provenance: it could have been staged for propaganda, it was published in the USA so it could be propaganda, anti Soviet etc.<br/>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>   | <b>2-3</b> |
|            | <p><b>Level 3: Agrees/disagrees using either source or own knowledge</b></p> <p>e.g.<br/><b>EITHER</b><br/>Evaluation of provenance of source: published in the USA therefore likely to be anti Soviet and aiming to justify the cost of the airlift and show the popularity of the USA etc.<br/><b>OR</b><br/>e.g. shows awareness of the nature of the blockade and airlift, its effect on the citizens of West Berlin – how citizens responded to Stalin’s bribes - why Stalin did not attack the planes – his fear of the atom bomb; war etc. to agree or disagree with the interpretation.</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> | <b>4-5</b> |
|            | <p><b>Level 4: Uses source and knowledge to reach conclusion</b></p> <p>Both parts of Level 3.<br/>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>   | <b>6</b>   |

- 1 2 Which was the greater threat to world peace between 1949 and 1955: 10
- The Korean War, 1950-1953;
  - The formation of NATO in 1949 and the Warsaw Pact in 1955?

You must refer to both threats when explaining your answer.

**Target: Analysis and explanation of events leading to causation (AO 1 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  
 e.g. the Korean War involved USA fighting against China etc.  
 NATO and the Warsaw Pact were two opposing alliances 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** 3-6  
**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 Americans became involved; the role of the UN; part played by USSR in war etc.

Assesses the threat of the war to world peace – could be an assessment of the role of the USSR/China in opposing USA; the views of MacArthur and Truman on the advance of the US troops in N. Korea; localisation of the war etc.

Explains the importance of NATO and the Warsaw Pact – why countries felt they were needed – mutual defence; mounting fears resulting from Berlin Blockade and W German entry to NATO etc. – explanation of either is sufficient.

Assesses how they were a threat to world peace – could include the arms race; the geographic position of NATO re the Warsaw Pact; how a defined division of Europe could lead to war on a much larger scale 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.**

One good explanation or two explanations of the same bullet point **plus** explanation of the other bullet point for top of level.

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.** **7-9**

e.g. assesses the threat to world peace posed by the alliances and explains the Korean War.

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 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.** **10**

e.g. assesses both parts in depth with a reasoned judgement.

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.



- 1 3** In May 1960, an American U2 spy plane was shot down over the USSR. **4**  
Describe the U2 Crisis which followed from this.

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

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

**MARK GENEROUSLY**

**Level 1: Basic description** **1**  
e.g. it led to a crisis which involved an argument between USA and USSR over spying etc.

**Level 2: EITHER** **2-3**  
**Detailed description of limited aspects**  
e.g. develops one of the following:  
Soviet capture of Powers, the photographs and the crashed plane;  
American lies – Khrushchev’s demand for an apology – USA’s reply;  
Effect on peaceful co-existence, the Summit Conference, Powers etc.  
Reward also: definition of U2; propaganda victory for USSR  
**One accurate idea which goes beyond simple/general (2 marks)**  
**Two for 3 marks**

**OR**

**Limited description of a wider range of aspects**  
e.g. outline description of the crisis.

**Level 3: Detailed description of several aspects** **4**  
e.g. at least **two** of the points mentioned in the first part of level 2.

**OR**

**Three accurate ideas on any point(s).**

|            |   |            |
|------------|---|------------|
| <b>1 4</b> | <p><b>Study Source E.</b></p> <p><b>Source E</b> suggests that Kadar’s government and the USSR were protecting the rights of the people of Hungary.</p> <p>Do you agree that this was the main reason why Kadar and the USSR opposed the reforms of Nagy?</p> <p>Explain your answer by referring to the purpose of the source, as well as using its content <b>and your knowledge.</b></p>   | <b>6</b>   |
|            | <p><b>Target: Use of knowledge and evaluation of source to reach a conclusion (AO 1,2 &amp; 3)</b></p> <p>Candidates either submit no evidence or fail to address the question.</p>   | <b>0</b>   |
|            | <p><b>Level 1: General response relying on source or learned response.</b></p> <p>e.g. Kadar was a communist who was put in control of Hungary by Soviet troops etc.</p> <p>Kadar said it so it must be true – it was a public statement.</p> <p>The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development</p>  | <b>1</b>   |
|            | <p><b>Level 2: Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about.</b></p> <p>e.g. shows awareness of Hungarian rising at a simple level: Nagy was popular; Soviets sent in troops to overthrow the rising etc.</p> <p>OR simple comments on the provenance: Kadar forced to say this by the Soviets, may not have meant it 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>  | <b>2-3</b> |
|            | <p><b>Level 3: Agrees/disagrees using either source or own knowledge</b></p> <p>e.g.</p> <p><b>EITHER</b></p> <p>Evaluation of provenance of source: comments on purpose of statement - to justify the Soviet invasion by claiming that they were restoring democracy and defending the working classes of Hungary etc.</p> <p><b>OR</b></p> <p>Shows some understanding of the nature of Nagy’s reforms and the reasons for Soviet interference etc. to agree or disagree with the interpretation.</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> | <b>4-5</b> |
|            | <p><b>Level 4: Uses source and knowledge to reach conclusion</b></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>  | <b>6</b>   |

- 1 5 Which was the greater threat to world peace in the 1960s: 10
- The building of the Berlin Wall, 1961;
  - The Cuban Missile Crisis, 1962?

You must refer to both threats when explaining your answer.

**Target: Analysis and explanation of events leading to causation (AO 1 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

e.g. the Berlin Wall was between West and East Berlin.

The Cuban Missile Crisis was between USA and USSR over missiles in Cuba.

**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** 3-6

**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 wall was built, standard of life in West Germany; defections; fear of espionage etc.

Assesses the threat of the wall to world peace – could be an assessment of the immediate threat, the stand off of tanks at Checkpoint Charlie or its later effect as a means of stabilising the situation in Berlin – could assess the American reaction to the wall.

Explains the importance of the missile crisis: Khrushchev's reasons; danger of the missiles to the USA, explains USA response.

Assesses how great a threat it was to world peace: Kennedy's response and the danger of nuclear war; action of Khrushchev and Kennedy during the crisis – eventual results 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.**

One good explanation or two explanations of the same bullet point **plus** explanation of the other bullet point for top of level.

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.** **7-9**

e.g. assesses the threat to peace of the building of the Wall and explains the Missile Crisis.

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 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 with a reasoned judgement.

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.

- 1 6** President Reagan of the United States called the USSR ‘the Evil Empire’. **4**  
Describe how Reagan renewed the Cold War in the 1980s.

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

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

**MARK GENEROUSLY**

**Level 1: Basic description** **1**  
e.g. he built up American power etc.

**Level 2: EITHER** **2-3**  
**Detailed description of limited aspects**  
e.g. develops one of the following:  
examples of the increase in military spending: weapons, neutron bomb, stealth bomber, missiles etc.;  
SDI – explanation and effect;  
Action outside the USA – cruise missiles in Europe, support to Mujahidin etc.  
Renewed arms race.  
**One accurate idea which goes beyond simple/general (2 marks)**  
**Two for 3 marks**

**OR**

**Limited description of a wider range of aspects**  
e.g. outline description of Reagan’s policies against communism.

**Level 3: Detailed description of several aspects** **4**  
e.g. at least **two** of the points mentioned in the first part of level 2.

**OR**

**Three accurate ideas on any point(s).**

|            |   |            |
|------------|---|------------|
| <b>1 7</b> | <p><b>Study Source F.</b></p> <p><b>Source F</b> suggests that Lech Walesa was always aiming to overthrow communism in Poland.</p> <p>Do you agree that this was his main aim as leader of Solidarity throughout the 1980s? Explain your answer by referring to the purpose of the source, as well as using its content <b>and your knowledge</b>.</p>  | <b>6</b>   |
|            | <p><b>Target: Use of knowledge and evaluation of source to reach a conclusion (AO 1,2 &amp; 3)</b></p> <p>Candidates either submit no evidence or fail to address the question.</p>   | <b>0</b>   |
|            | <p><b>Level 1: General response relying on source or learned response.</b></p> <p>e.g. He did become leader of Poland etc.</p> <p>In a newspaper so it could be wrong – Walesa said it himself so it must be true etc.</p> <p>The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development</p>   | <b>1</b>   |
|            | <p><b>Level 2: Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about.</b></p> <p>e.g. shows general knowledge of the work of Walesa and Solidarity etc.</p> <p>OR simple comments on the provenance: an interview in a British newspaper a long time after the event, so Walesa is using hindsight 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>  | <b>2-3</b> |
|            | <p><b>Level 3: Agrees/disagrees using either source or own knowledge</b></p> <p><b>EITHER</b></p> <p>Evaluation of provenance of source: interview was for a British newspaper celebrating his success on an anniversary, so he could have been exaggerating his part in the overthrow of communism – had always been popular in the west etc.</p> <p><b>OR</b></p> <p>Could use knowledge of Walesa’s career as a trade union leader in Gdansk and the problems he had to overcome; his work when Solidarity was driven underground and his success with talks in 1988, the election of 1989 and becoming President in 1990 and how he was supported by the West etc. to either agree or disagree with the interpretation.</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> | <b>4-5</b> |
|            | <p><b>Level 4: Uses source and knowledge to reach conclusion</b></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>  | <b>6</b>   |

- 1 8 Which was the more important reason for the collapse of communism in the USSR and Eastern Europe: 10
- The war in Afghanistan, 1979-1989;
  - The policies of Mikhail Gorbachev?

You must refer to both reasons when explaining your answer.

**Target: Analysis and explanation of events leading to causation (AO 1 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

e.g. the Soviets invaded Afghanistan in 1979 and their defeat led to the collapse of communism etc.

Gorbachev tried to reform the USSR and it went wrong 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** 3-6

**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 USSR went into Afghanistan; why they were unable to win the war etc.

Assesses the effect of the war on the strength of communism and its collapse both in the USSR and E Europe – cost of war and effect on Soviet economy – effect on prestige of Red Army etc.

Explains the reasons for Gorbachev's policies of glasnost and perestroika – link to economy and Afghan War etc;

Assesses how these policies contributed to the collapse of communism: relaxation of censorship led to more criticism and more opposition to government; opposition in satellite states surfaced, especially after March 1989 when Red Army was not to be used to crush risings – led to free elections and overthrow of communist governments 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.**

One good explanation or two explanations of the same bullet point **plus** explanation of the other bullet point for top of level.

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.** **7-9**

e.g. assesses the part played by Gorbachev's policies in the collapse of communism and explains the war in Afghanistan.

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 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.** **10**

e.g. assesses both parts in depth with a reasoned judgement.

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.

#### **Converting marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)