



**General Certificate of Secondary Education  
June 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 events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised 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 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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## GENERAL CERTIFICATE OF SECONDARY EDUCATION

### HISTORY SPECIFICATION B

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#### A: INTRODUCTION

- **Consistency of Marking**

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

- **Subject Content**

The revised specification addresses subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all students, 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 students are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All students 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 students' attainment by **outcome** and to reward **positively** what the students 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.

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**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 students 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 students and in more sophisticated ways by students 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 students entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the student'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 student 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 student 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 students 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 students to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the student’s level of critical thinking determines this**. Remember that the **number** of points made by a student 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 student'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 students 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 student 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.

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

- 0 1** In 1906 Britain launched the first Dreadnought battleship. **4**  
Describe the naval race between Britain and Germany, 1906–1911.
- Target: Description of key features and characteristics (AO1)**
- MARK GENEROUSLY**
- Students either submit no evidence or fail to address the question. **0**
- Level 1: Basic description** **1**  
**Any general relevant comment**  
e.g. the Germans also built Dreadnoughts; GB won.
- Level 2: EITHER** **2-3**  
**Detailed description of limited aspects**  
e.g. develops one of the following:  
the advantages of the Dreadnought over older ships;  
the importance of the navy to GB; 2 power standard  
Germany's reasons for building a navy  
public opinion 'we want eight and won't wait';  
GB won by building more ships  
figures e.g. 1914 GB 29, Germany 17 Dreadnoughts;  
1911 GB 16, Germany 11.  
A cause of the war
- 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 naval race.
- 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 could give 3 accurate ideas on any relevant point(s).

<b>0 2</b>	<b>Study Source A.</b>	<b>6</b>
	<p><b>Source A</b> suggests that in 1911 the German government found out that the Entente Cordiale was a strong agreement.</p> <p>Do you agree that the Entente Cordiale was a strong agreement?</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 (AO1, AO2, AO3)</b></p> <p>Students 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. yes, it was between GB and France; they stuck together in 1911; describes the cartoon etc. Source British therefore biased etc. 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 some general awareness of the Entente Cordiale and/or what happened at Agadir or in Morocco and how GB backed France, mentions Navy race; grew into Triple Entente OR simple comments/inferences on the source – a cartoon therefore meant to be funny not taken seriously etc. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	<b>2-3</b>
	<p><b>Level 3: Agrees or disagrees either using source or own knowledge</b></p> <p>e.g. <b>EITHER</b> Evaluation of provenance of source: intention is to ridicule Germany, not to comment on the Entente; trying to paint German military as foolish figures etc. <b>OR</b> Explains the specific terms of the Entente; the details of the Agadir Crisis and the nature of the support given by GB; could refer back to Algeciras and what happened in the First Moroccan Crisis or to the naval agreement which GB reached with France after Agadir; grew in Triple Entente with encircled Germany</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 3** Which was the more important reason for the outbreak of the First World War in 1914: **10**
- the assassination of Franz Ferdinand at Sarajevo
  - the Schlieffen Plan?

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

**Target: Analysis and explanation of events leading to causation (AO1, AO2)**

Students 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. Gavrilo Princip assassinated Franz Ferdinand;  
the Schlieffen Plan was Germany's plan for war;  
the assassination caused the alliances to support each other and led to the Germans putting the Schlieffen Plan into action which extended the war etc.  
**MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.**

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

**Level 2: EITHER** **3-6**

**Develops one cause**

**This starts with description at the bottom of the level, then explanation and assessment which focuses on the question**

e.g. explanations could cover the reaction of Austria-Hungary and the involvement of Russia and Germany after the assassination etc.  
Assesses the effect of the assassination on the outbreak of war – how it triggered the alliances and led to war – this could look like a narrative of events but award assessment if it clear on the consequences of the assassination.

Explains the neutrality of Belgium; the importance of the Schlieffen Plan – avoiding war on two fronts etc.

Assesses how/why this brought GB into the war – sanctity of treaties, proximity to GB, importance of coastline 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 developed explanation or two explanations of one bullet point **plus** standard explanation of 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 assassination and explains the effect of the Schlieffen Plan.

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 in depth and reaches 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** In 1918 France wanted Germany to pay for causing the war. **4**  
Describe how the War Guilt Clause and the Reparations Settlement tried to achieve this.

**Target: Description of key features and characteristics (AO1)**

**MARK GENEROUSLY**

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

- Level 1: Basic description** **1**

Any general relevant comment  
e.g. War Guilt Clause meant Germany caused the war; reparations meant that Germany had to pay for the war Diktat

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

**Detailed description of limited aspects**

e.g. develops one of the following:  
detail of the war guilt clause – number 231, wording etc.;  
Effect of war guilt clause – moral responsibility – connection with reparations etc.;  
Reparations – set in 1921 - details £6,600 million over 42 years – later reduction etc.;  
Thinking behind reparations – their purpose (damage to France qualified such by 'more' or by an example e.g. land industry etc – previous wars 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 war guilt and reparations.

- 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 could give 3 accurate ideas on any relevant point(s).

<b>0 5</b>	<b>Study Source B.</b>	<b>6</b>
	<p><b>Source B</b> suggests that President Wilson wanted self-determination for all peoples after the First World War. Do you agree that this was Wilson’s main aim at the Paris Peace Conference in 1919?</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 (AO1, AO2, AO3)</b></p> <p>Students 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. Wilson did want the peace to be fair for everyone etc.;</p> <p>Wilson himself said it so it must be his aim 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 awareness of Wilson’s idealism perhaps commenting on why or comparing him with Clemenceau; recognition of Wilson’s other aims with no explanation – League of Nations etc.; brief comment on the audience – speaking to American politicians therefore must be true etc.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p>	<b>2-3</b>
	<p><b>Level 3: Agrees or disagrees either using source or own knowledge</b></p> <p>e.g.</p> <p><b>EITHER</b></p> <p>Evaluation of the provenance of the source: trying to get support for the treaty in USA – should mention opposition of some in USA to involvement in Europe so he is trying to win them over by his argument etc.</p> <p><b>OR</b></p> <p>Develops other aims that Wilson had at the Peace Conference using specific knowledge: explains his view of the League of Nations; could explain/mention some other aims such as his views on disarmament, freedom of the seas, secret treaties, Alsace Lorraine etc.</p> <p>Explanation of one or mention of three for this level – 3 for 4 marks if 4 mentioned 5 marks</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 6** Which was the more important reason why the League of Nations failed to solve the Abyssinian Crisis: **10**
- the actions of Britain and France
  - the absence of the USA from the League of Nations?

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

**Target: Analysis and explanation of events leading to causation (AO1, AO2)**

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. GB and France were too weak to support the League;  
 USA was the strongest power in the world;  
 Lack of support from any power caused the failure of the League 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 assessment which focuses on the question**

e.g. explanations could cover why GB and France were too weak both militarily and economically to support the League or could explain their failure to impose full sanctions on Italy – could explain the importance of the Suez Canal or even their betrayal of the League etc.

Assesses the effect of this on the future of the League – betrayal discredited League – virtually collapsed and rarely consulted, replaced by appeasement etc.

Explains why USA did not join the League – isolationism etc. or why the absence of the USA weakened the League re sanctions with some explanation etc.

Assesses the effect of the absence of the League in the Abyssinian Crisis – importance and reasons for the failure to impose oil sanctions on Italy;

**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 developed explanation or two explanations of one bullet point **plus** standard explanation of 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 importance of the absence of the USA and explains the policies of GB and France.

N. B. An answer which explains both and supports the explanation 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 in depth and reaches 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** Hitler wanted to unite all German speaking people. **4**  
Describe how Hitler was able to gain control of Austria in 1938.

**Target: Description of key features and characteristics (AO1)**

**MARK GENEROUSLY**

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

**Level 1: Basic description** **1**  
Any general relevant comment  
e.g. they voted for him; he was Austrian, they spoke German.

**Level 2: EITHER** **2-3**  
**Detailed description of limited aspects**  
e.g. develops one of the following:  
Preparations: reward events of 1934 and how Hitler overcame Mussolini's opposition;  
Hitler and Schuschnigg – activities of the Austrian Nazi Party – Seyss-Inquart;  
Plebiscite – why Hitler prevented Schuschnigg holding one and then why the Nazis obtained over 99% of the vote etc – accept over 90%.  
Anschluss  
Attitude of GB/France/League of Nations

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 events.

**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 could give 3 accurate ideas on any relevant point(s).

<b>0 8</b>	<b>Study Source C.</b>	<b>6</b>
	<p><b>Source C</b> gives Chamberlain's view of the Munich Agreement. Do you agree with Chamberlain that Munich Agreement was a victory for peace? 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 (AO1, AO2, AO3)</b> Students 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> e.g. four powers did meet at Munich and there was no war. Chamberlain said it in Parliament therefore 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> e.g. general reference to what happened at Munich such as naming the four powers that met, what they agreed, or pointing out that it only postponed war which did break out in 1939 but with little explanation; any link to appeasement. Or general comments on provenance: it is from a speech by Chamberlain trying to defend what he has achieved at Munich – explained bias. Reassure/justify undeveloped e.g. reassure there would not be a war. Made himself a hero.</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 or disagrees either using source or own knowledge</b> e.g. Evaluation of provenance of source: Chamberlain is trying to fend off criticism and to justify Munich and his policy of appeasement, reference to opposition to give context and even the betrayal of Czechoslovakia. Reassure people re the expected war to give context; made himself a hero with context <b>OR</b> Shows understanding of the source by explaining the circumstances, background (including Chamberlain's meetings with Hitler) or details of the Munich Settlement and the private agreement Chamberlain made with Hitler – reward reference to how Czechoslovakia was betrayed, or Chamberlain's policy on rearmament after Munich, or even on the events of March 1939 and the end of appeasement.</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 9** Which was more important as a cause of the Second World War: **10**
- the remilitarisation of the Rhineland, 1936
  - the Nazi-Soviet Pact, 1939?

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

**Target: Analysis and explanation of events leading to causation (AO1, AO2)**

Students 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 sent soldiers into the Rhineland; it was against the Treaty of Versailles.

Hitler and Stalin made the Nazi-Soviet Pact.

**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 assessment which focuses on the question**

e.g. explains the risk Hitler took going into the Rhineland; why GB and France did not resist etc.

Assesses how it led to Hitler's growth in confidence but must have examples of the effect of this such as Austria, Czechoslovakia etc.

Explains what Hitler and Stalin gained from the pact; why it surprised the world etc.

Assesses the importance of the Pact on the outbreak of war – the immediate cause – the danger of the Pact to Poland – Chamberlain and Poland – how it led to war.

**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 developed explanation or two explanations of one bullet point **plus** standard explanation of 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 importance of the Pact and explains the effect of the Rhineland.

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. assess both in depth and reaches 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 1948 Stalin set up the Berlin Blockade which cut off most routes into West Berlin. **4**  
Describe how the USA, Britain and France delivered supplies to West Berlin during this Blockade.

**Target: Description of key features and characteristics (AO1)**

**MARK GENEROUSLY**

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

**Level 1: Basic description** **1**

Any general relevant comment.  
e.g. They sent them by air, they used other routes etc.

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

**Detailed description of limited aspects**

e.g. develops one of the following:  
explains alternatives and why the airlift was chosen;  
the nature of the three air corridors – could mention airports they used etc  
dangers of the airlift- weather, Soviet aircraft, 79 pilots lost lives etc.  
goods they brought to West Berlin – nature or amount – 600 tonnes a day  
increased to 8,000 etc.  
c 318 days, 275000 flights

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 airlift.

**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 could give 3 accurate ideas on any relevant point(s).

<b>1 1</b>	<p><b>Study Source D.</b></p> <p><b>Source D</b> suggests that President Truman’s aim was to defend Western Europe against communism with American dollars.</p> <p>Do you agree that this was the main aim of the Truman Doctrine and the Marshall Plan? 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 (AO1, AO2, AO3)</b></p> <p>Students 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. Truman Doctrine/Marshall Plan was against communism. Source is British therefore biased/neutral 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 some understanding of containment or general knowledge about the Truman Doctrine or Marshall Plan –general statements such as USA did give money to Western Europe; Domino Theory named – explained for top of level. etc. OR simple comments/inferences on the source – a cartoon therefore meant to be funny not taken seriously 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 or disagrees either using source or own knowledge</b></p> <p>e.g. <b>EITHER</b> Evaluation of the provenance of the source: a western source showing the defence of W Europe against communism to get rid of fears etc. <b>OR</b> Develops knowledge of the Truman Doctrine, its aims, the help given to Greece and Turkey (\$400 million grant from Congress) – or knowledge of the Marshall Plan, its aims and what it did (\$17 billion) and which countries it went to. Could oppose view by explaining Stalin’s reaction to Truman Doctrine/Marshall Plan; improve US trade explained; offered to Communists with the reaction e.g. Yugoslavia Domino Theory explained in context of E. Europe</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.

- 1 2 Which was the greater threat to world peace during the years 1945–1955: 10
- the development of nuclear weapons
  - the Korean War?

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

**Target: Analysis and explanation of events leading to causation (AO1, AO2)**

Students 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. nuclear weapons led to an arms race between USA and USSR;  
Korean War involved the USA fighting against communism in Korea.  
Nuclear weapons could have blown up the world.  
There was fighting in the Korean War but it did not spread.  
**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 assessment which focuses on the question**

e.g. explanations could include the reasons for the arms race, the idea of self preservation, mutual fears etc.

Assesses the effect of the arms race on world peace – did it increase the threat to peace or lessen it because of the fear of nuclear world destruction – must display some knowledge of the arms race to illustrate? May give examples beyond 1955 as long as focus on the question.

Explanation of why the UN and the USA became involved in Korea; the involvement of China.

Assesses the danger of this to world peace: involved China therefore extended Cold War; did not directly involve USSR but gave help; proposal of MacArthur and his resulting dismissal, what did this appear to show about the USA and world war?

**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 developed explanation or two explanations of one bullet point **plus** standard explanation of 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 effect of the development of nuclear weapons and explains the importance of the Korean War.

N.B. an answer which explains both and supports this explanation 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. assess both in depth and reaches 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 1956 Nagy introduced reforms in Hungary. **4**  
Describe how the USSR reacted to these reforms in 1956.

**Target: Description of key features and characteristics (AO1)**

**MARK GENEROUSLY**

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

**Level 1: Basic description** **1**

Any general relevant comment.  
e.g. sent in tanks, violently

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

**Detailed description of limited aspects**

e.g. develops one of the following:  
withdrawal of troops after Nagy became Prime Minister;  
reforms accepted until threat to withdraw from Warsaw Pact – why a problem;  
1000 tanks sent in to Hungary – resistance of people – two weeks fighting –  
attitude of West; details of deaths 2, 500- 80, 000  
Details of deaths, casualties and refugees;  
Fate of Nagy – replaced by Kadar.

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 Soviet actions.

**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 could give 3 accurate ideas on any relevant point(s).

<b>1 4</b>	<b>Study Source E.</b>	<b>6</b>
	<p><b>Source E</b> gives the view of a Soviet soldier on why the Soviet army invaded Prague in 1968, after the Prague Spring reforms.</p> <p>Do you agree that the main reason for the invasion was to stop the revolution against communism?</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 (AO1, AO2, AO3)</b></p> <p>Students 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 soldiers were sent in to put down a rebellion. It is a Soviet source so it will be biased. 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. general reference to the reforms of the Prague Spring and why they worried Brezhnev with no detail OR simple comments on the provenance e.g. it was a soldier and he was obeying orders.</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 or disagrees either using source or own knowledge</b></p> <p>e.g. EITHER Evaluation of provenance of source: view of a Soviet soldier so will he know the real reason – will only know what he has been told by his superiors? He is saying it in 2010 so will he be trying to justify the actions of the army in 1968 or trying to excuse them from blame? OR Uses specific knowledge of the Dubcek's reforms in the Prague Spring to explain why the Soviets sent in troops – could explain the worries of the USSR/the Warsaw Pact countries – reward Brezhnev Doctrine if explained/applied to Prague Spring</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 side gained more from the Cuban Missile Crisis: 10
- Kennedy and the USA
  - Khrushchev and the USSR?

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

**Target: Analysis and explanation of events leading to causation (AO1, AO2)**

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

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

Kennedy gained more because the missiles were dismantled.

USSR claimed to have saved peace.

**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 bullet point**

**This starts with description at the bottom of the level, then explanation and assessment which focuses on the question**

e.g. explanations could cover why the missiles were a danger to the USA or how Kennedy managed to get rid of them.

Assesses the effect of this on the position of Kennedy both in the USA and as a world leader, especially in view of what had happened previously when he had met Khrushchev and in the Bay of Pigs Incident.

Explains what Khrushchev hoped to achieve and what he actually achieved – missiles in Turkey eventually withdrawn, Cuba protected.

Assesses the effect of this on Khrushchev's position in the USSR and the world – was he a peacemaker who prevented nuclear war, protected Cuba and obtained the withdrawal of missiles from Turkey, or was he a failure who had tried brinkmanship and been forced to back down because he had misjudged Kennedy's resolve? Did it play a part in his later fall from power? Any assessment will suffice.

Take care to reward both bullet points if they are treated together.

**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 developed explanation or two explanations of one bullet point **plus** standard explanation of 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 Khrushchev's achievement and explains Kennedy's.

N.B. An answer which explains both and supports the explanation 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. assess both in depth and reaches 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** In October 1980 Solidarity had members up to 7 million and had been made legal by the Polish Communist Government. Solidarity was a free trade union led by Lech Walesa. Describe what Lech Walesa and his supporters had done to become so popular in the period before October 1980. **4**

**Target: Description of key features and characteristics (AO1)**

**MARK GENEROUSLY**

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

**Level 1: Basic description** **1**

Any general relevant comment  
e.g. they went on strike.

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

**Detailed description of limited aspects**

e.g. develops one of the following:  
reasons for strikes and opposition to the communists in Poland;  
role of Lech Walesa;  
effect of the election of Pope John Paul II, 1978 and his visit 1979;  
Gdansk Agreement 1980;  
21 Demands.

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 early Solidarity.

**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 could give 3 accurate ideas on any relevant point(s).

<b>1 7</b>	<b>Study Source F.</b>	<b>6</b>
	<p><b>Source F</b> suggests reasons that the USA was angered by the Soviet invasion of Afghanistan in December 1979 because it was illegal and against the United Nations Charter.</p> <p>Do you agree that Jimmy Carter has given the main reasons for American anger about the Soviet invasion?</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 (AO1, AO2, AO3)</b></p> <p>Students 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. yes, Soviet forces had invaded and it was not within the Soviet sphere of influence.</p> <p>Carter is speaking to the American nation, so he will be telling the truth.</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. USA was concerned about the oil in the area; Afghanistan was communist, so the USSR had a right to invade OR simple comments on the provenance: he was trying to get support from the American nation and from UN, trying to condemn the Soviets during the Cold War.</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 or disagrees either using source or own knowledge</b></p> <p>e.g.</p> <p><b>EITHER</b></p> <p>Evaluation of provenance of source: Carter is trying to justify to the American people the need to take action so that they will support any future action against the Soviets such as the boycott of the Moscow Olympics.</p> <p><b>OR</b></p> <p>Develops knowledge of America's reasons for opposing the Soviet invasion – their fear that the USSR was trying to spread its influence in Asia and could affect the oil trade route to the west from the Middle East – afraid that the Soviets were strengthening their position and the position of communism in Afghanistan by the establishment of a puppet ruler etc.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p>	<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 leader played the greater part in ending the Cold War: 10
- President Reagan of the USA
  - General Secretary Gorbachev of the Soviet Union?

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

**Target: Analysis and explanation of events leading to causation (AO1, AO2)**

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

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

e.g. Reagan hated communism and was determined to get rid of it.  
Gorbachev was determined to modernise communism and end fighting.  
Both met together and agreed to reduce arms.  
**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 assessment which focuses on the question**

e.g. explains how Reagan increased American spending on the weapons in order to put pressure on the USSR.

Assesses the effect of Reagan's policies on the USSR – trying to keep up with the USA led to economy collapsing – necessary to change policies. Reagan prepared to put aside his prejudices and meet and discuss arms reduction with Gorbachev at Geneva 1985.

Explanation of Gorbachev's problems in the USSR with the Afghan War, need to modernise, collapse of the economy etc and his recognition that changes needed to be made.

Assesses the effect of Gorbachev: policies to increase democracy in the USSR gained him popularity in the USA; he was the first to propose reduction in arms at Reykjavik in 1986 because of the desire to reduce spending, followed it up by visit to USA and the Washington Treaty of 1987.

**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 developed explanation or two explanations of one bullet point **plus** standard explanation of 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 and explains Reagan's contribution.

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. assess both in depth and reaches 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.