



**General Certificate of Secondary Education
June 2012**

GCSE History
Specification B

**Unit 4 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

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
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> • key concepts: causation, consequence, continuity, change and significance within an historical context • key features and characteristics of the periods studied and the relationship between them 	32
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> • a range of source material as part of an historical enquiry • how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry 	36

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the 'levels of response' type showing that 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.

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.

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.
- 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;
public opinion 'we want eight and won't wait';
accurate figures e.g. 1914 GB 29, Germany 17 Dreadnoughts;
1911 GB 16, Germany 11.
- 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).

0 2	In 1904 Britain signed a friendly agreement, the Entente Cordiale, with France.	6
	Explain how Britain's relations with France became stronger in the years 1904–1914	
Target:	Explanation of key features and characteristics (AO1 & 2)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	Simple basic description/explanation. e.g. GB went to war on the same side as France in 1914.	1-2
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	EITHER Developed explanation of limited aspects. e.g. explains one of the following: Terms and significance of the Entente as it was signed in 1904 – agreement over colonies etc. GB and France at Algeciras – First Moroccan Crisis – military talks; Anglo Russian Agreement – reasons – terms – significance; Agadir Crisis 1911 – effect on Entente – naval agreement with France; Outbreak of War in 1914 – why GB supported France.	3-4
	OR Limited explanation of wider aspects. e.g. some explanation of two of the above. 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:	Developed explanation of several aspects e.g. developed explanation of at least two of the reasons given above. 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.	5-6

- 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.

- 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 – 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).

- 0 5** The USA entered the First World War in 1917. The US President, Woodrow Wilson, was involved in the Paris Peace Conference which led to the signing of the Treaty of Versailles. **6**

Explain the main aims of Wilson at the Paris Peace Conference.

Target: Explanation of key features and characteristics (AO1 & 2)

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

Level 1: Simple basic description/explanation. **1-2**

e.g. he wanted a fair peace.

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

Level 2: EITHER **3-4**

Developed explanation of limited aspects.

e.g. explains one of the following:

USA's losses compared to France and how this affected aims;

Wilson's idealism and USA desire for isolationism;

The Fourteen Points;

Developed explanation of any one of the Fourteen Points such as self-determination etc.

OR

Limited explanation of wider aspects.

e.g. some explanation of two of the above.

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: Developed explanation of several aspects **5-6**

e.g. developed explanation of at least two of the reasons given above.

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.

- 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)

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. 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 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; Reference to USA and Manchuria showing how this encouraged Mussolini 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 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.

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.

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 and/or very relevant points.

- 0 8** In 1938 Hitler wanted to take control of the Sudetenland, which was part of Czechoslovakia. **6**

Explain how Chamberlain used his policy of appeasement to avoid war over the Sudetenland in 1938.

Target: Explanation of key features and characteristics (AO1 & 2)

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

Level 1: Simple basic description/explanation. **1-2**
e.g. Chamberlain talked to Hitler about it.

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

Level 2: EITHER **3-4**
Developed explanation of limited aspects.

e.g. explains one of the following:
Hitler's reasons for wanting the Sudetenland;
The theory behind appeasement;
Chamberlain's meetings with Hitler at Berchtesgaden and Godesberg and their results;
Munich Conference and Agreement;
Private Agreement with Hitler.

OR
Limited explanation of wider aspects.
e.g. some explanation of two of the above.

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: Developed explanation of several aspects **5-6**
e.g. developed explanation of at least two of the reasons given above.

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.

- 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	<p>In 1948 Stalin set up the Berlin Blockade which cut off most routes to West Berlin. Describe how the USA, Britain and France delivered supplies to West Berlin during this Blockade.</p> <p>Target: Description of key features and characteristics (AO1)</p> <p>MARK GENEROUSLY</p> <p>Students either submit no evidence or fail to address the question.</p> <p>Level 1: Basic description</p> <p>Any general relevant comment. e.g. They sent them by air, they used other routes etc.</p> <p>Level 2: EITHER</p> <p>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.</p> <p>One accurate idea which goes beyond simple/general (2 marks). Two for 3 marks.</p> <p>OR</p> <p>Limited description of a wider range of aspects e.g. outline description of airlift.</p> <p>Level 3: Detailed description of several aspects</p> <p>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).</p>	<p>4</p> <p>0</p> <p>1</p> <p>2-3</p> <p>4</p>
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1 1	In March 1947 President Truman of the USA made a statement which became known as the Truman Doctrine.	6
	Explain the main aims of the Truman Doctrine and the Marshall Plan which followed it.	
	Target: Explanation of key features and characteristics (AO1 & 2)	
	Students either submit no evidence or fail to address the question.	0
	Level 1: Simple basic description/explanation. e.g. to stop communism. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1-2
	Level 2: EITHER Developed explanation of limited aspects. e.g. explains one of the following: the idea of containment; The situation in Greece and Turkey; The Soviet advance in East Europe; Marshall's idea on poverty and communism; Marshall Plan – humanitarian or imperialistic? OR Limited explanation of wider aspects. e.g. some explanation of two of the above. 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.	3-4
	Level 3: Developed explanation of several aspects e.g. developed explanation of at least two of the reasons given above. 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.	5-6

- 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 off 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 has? 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 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 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. Describe how the USSR reacted to these reforms in 1956.	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. sent in tanks.	
	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, 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).	

- 1 4** In 1968 Dubcek introduced reforms into Czechoslovakia. He claimed these reforms were 'socialism with a human face'. **6**

Explain why the USSR under Brezhnev sent troops in to stop these reforms.

Target: Explanation of key features and characteristics (AO1 & 2)

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

Level 1: Simple basic description/explanation. 1-2

e.g. he thought they were moving away from communism.
The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: EITHER 3-4

Developed explanation of limited aspects.

e.g. explains one of the following:
Main elements of Prague Spring – censorship, secret police, attitude toward the West etc.

Fears of how this could affect USSR and the other satellite states;
Attitude of Brezhnev and the Iron Curtain;
Attitude of Warsaw Pact countries.

OR

Limited explanation of wider aspects.

e.g. some explanation of two of the above.
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: Developed explanation of several aspects 5-6

e.g. developed explanation of at least two of the reasons given above.
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.

- 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 off 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.

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. **4**

Describe what Lech Walesa and his supporters had done to become so popular in the period before October 1980.

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).

1 7	In December 1979 Soviet troops moved into Afghanistan, Explain why the USSR invaded Afghanistan in 1979.	6
	Target: Explanation of key features and characteristics (AO1 & 2)	
	Students either submit no evidence or fail to address the question.	0
	Level 1: Simple basic description/explanation. e.g. wanted to keep it communist. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1-2
	Level 2: EITHER Developed explanation of limited aspects. e.g. explains one of the following: the problems of the communist government in Afghanistan – concerns about the policies of President Amin; Fears of a strong Muslim state and the effect it could have on USSR; Increase their influence in the area to combat that of USA and China; Strategic reasons – proximity to Middle East and oil routes. OR Limited explanation of wider aspects. e.g. some explanation of two of the above. 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.	3-4
	Level 3: Developed explanation of several aspects e.g. developed explanation of at least two of the reasons given above. 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.	5-6

- 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 off 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.