



Rewarding Learning

**General Certificate of Secondary Education
2015**

History

Unit 2: The Cold War 1945–1991

Foundation Tier

[GHY21]

WEDNESDAY 10 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **high performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

Assessment of spelling, punctuation and the accurate use of grammar

Spelling, punctuation and the accurate use of grammar is taken into account in assessing candidates' responses to specific questions in Unit 2. The following guidance is provided to assist examiners:

- **threshold performance:** Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
- **intermediate performance:** Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
- **high performance:** Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

The detail given in this mark scheme is for **teacher guidance** and candidates are not expected to cover **every** point suggested.

AVAILABLE
MARKS

Section A

Answer **all** of this section.

In **question 1(d)** a maximum of **5 additional marks** is available for the use of spelling, punctuation and the accurate use of grammar.

1 This question is about the Outbreak of the Korean War, June 1950.

(a) Study Source A.

Give **two** reasons from **Source A** to explain why North Korea invaded South Korea in June 1950.

Target AO3: Understand a range of source material as part of an historical enquiry.

Award [0] for no rewardable material

Limited accurate reference to Source A [1]

Accurate reference to Source A [2]

Apply criteria for any **two** reasons:

- Kim Il Sung wanted to reunite Korea under his control
- He wanted to make the first move in case the South attacked first
- Stalin gave his permission
- Kim Il Sung believed that they could win a quick victory over the weak South Korean forces.

[1] for each valid reason

[1] for development of each point

[4]

(b) Study Source B.

Give **three** reasons from **Source B** to explain the response of President Truman to events in Korea in 1950.

Target AO3: Understand, analyse and evaluate a range of source material to show similarity and difference as part of an historical enquiry.

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Identifies **one** valid reason to explain President Truman's response with contextual illustration from Source B.

Level 2 ([3]–[4])

Identifies **two** valid reasons to explain President Truman's response with contextual illustration from Source B.

Level 3 ([5]–[6])

Identifies **three** valid reasons to explain President Truman's response with contextual illustration from Source B.

Any **three** reasons:

- Truman believed that the USSR was “trying to spread its control over South East Asia”
- Truman stated that the USSR was prepared to use “armed invasion and war” to do this
- Truman argues that the North Korean Army has “the support of the USSR”
- Truman believes that this attack was “unjustified”.

Any other valid point

[6]

(c) Study Source C.

How reliable is **Source C** to an historian studying the outbreak of war in Korea in 1950?

Target AO3: Understand, analyse and evaluate a range of source material as part of an historical enquiry.

Award [0] for responses not worthy of credit.

Level 1 ([1]–[3])

A limited response which may only focus on the content of Source C. Answers may comment only on the author with no reference to the content. Little attempt will be made to address issues of reliability of the source.

Level 2 ([4]–[6])

Answers will begin to discuss the reliability of Source C. Answers may comment on the fact that the author is the leader of South Korea and could provide important information about the situation there from his own personal experience. They may refer to the content of the source to support their answers. Candidates may show some awareness of bias in this account and comment on how this could affect its reliability.

Level 3 ([7]–[8])

Answers at this level will discuss the key issues of reliability with clear reference to Source C.

They may refer to some of the following:

- The author is Syngman Rhee, leader of South Korea. He will give a one-sided account of events – the anti-communist view. It may be a reliable account of what many South Koreans thought about the outbreak of war
- The date is 1950 so it is a primary source. That would give it some value for the historian
- His motive could be to get help from the USA to defeat Kim Il Sung which would limit its reliability
- Rhee leaves out some important information. He does not mention the hostility between the two parts of Korea or that he himself wanted control over all of Korea. This limits its reliability

Overall this is an interesting source. Candidates may reach the conclusion that this source would not be very reliable for an historian.

Any other valid point

[8]

- (d) Using **Sources A, B and C** and **your own knowledge**, explain why there are different views about the reasons for the invasion of South Korea by the North Korean Army in 1950.

Target AO3: Comprehend, analyse and evaluate, in relation to the historical context, how and why historical events, people, situations and changes have been interpreted and represented in different ways.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

At this level responses may be limited and at the lower end may not address the question. Answers may describe the view given in one of the sources (AO3) but show little awareness of interpretation. At the top end of this level candidates may describe the views given in two of the sources. Alternatively candidates may make little reference to the sources and use limited own knowledge to give a weak general response (AO2). Responses of this nature should be restricted to marks within the lower half of the level. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[7])

Answers at this level will show understanding of the different views given in at least two of the sources. At the upper end of this level they may display some limited awareness of the reasons for the different views about the reasons for the invasion of South Korea by the North Korean Army in 1950 (AO3). Answers may use some outside knowledge to support their answer (AO2). Responses of this nature can access the top end of this level. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([8]–[10])

Answers at this level will show a clear understanding of the different viewpoints and some awareness of the reasons for these (AO3). Candidates will make some use of their contextual knowledge to support their answers (AO2). Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Some of the following points should be made:

These sources are written by three different authors. They each have their own views about the reasons for the invasion of South Korea by the North Korean Army in 1950.

- **Source A** is the view of a modern historian who will try to write an accurate and objective account of events. He tells us that both Kim Il Sung of North Korea and Syngman Rhee of South Korea wanted control over the whole country. Kim did not want to act until he got permission from Stalin, leader of the USSR. When Stalin agreed, Kim Il Sung ordered the North Korean Army to attack the South. Both of them had some responsibility for the invasion of South Korea. Candidates may use some of their own knowledge to develop and explain the views in this source

- **Source B** is the view of Truman, President of the USA since 1945. He will give the US view of events. Truman was very suspicious of Stalin, leader of the USSR, believing that he had expanded communist control over Eastern Europe by 1949 and was now trying to do the same in South East Asia. In this source Truman blames the USSR for the attack on South Korea – “the USSR is now prepared to use armed invasion and war”. This view is supported to some extent by the modern historian in Source A. Candidates may use some of their own knowledge to develop and explain the views in this source
- **Source C** is the view of Syngman Rhee, President of South Korea. He provides the South Korean view. Rhee believes that Korea has become part of the Cold War struggle between communism (USSR) and democracy (USA). However, he puts most blame on the USSR, saying that they “encouraged” North Korea to launch their attack. The view which Rhee gives in this source will be affected by his hatred of communism. Candidates may use some of their own knowledge to develop and explain the views in this source.

Candidates can achieve top marks in this level if they use the sources and some own knowledge to try to reach a conclusion which directly addresses the question. They could mention Truman’s suspicions of the actions of Stalin in Europe and his belief that Stalin now wants to spread communism in Asia. They could mention Syngman Rhee’s ambition to reunite Korea under his control. Candidates may reach the conclusion that the views in the sources are affected by the nationality and political views of the authors. Answers **must** be based on the sources with own knowledge used **to support** answer/analysis.

Any other valid point

[10]

Assessment of spelling, punctuation and the accurate use of grammar.

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award [0] for responses not worthy of credit

Level 1 Threshold performance ([1] mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, candidates use a limited range of specialist terms appropriately.

Level 2 Intermediate performance ([2]–[3] marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, candidates use a good range of specialist terms with facility.

Level 3 High performance ([4]–[5] marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision.

[5]

**AVAILABLE
MARKS**

33

Section B

AVAILABLE
MARKS

Answer **one** of the following questions from this section.

In **all** questions a maximum of **5 additional marks** is available for the use of spelling, punctuation and the accurate use of grammar.

2 This question is about the Cuban Missile Crisis, 1959 to 1962.

Explain why Cuba's relations with the USA and the USSR changed between 1959 and 1962 and how the Cuban Missile Crisis affected relations between the USA and the USSR.

Use the paragraph headings to help you with your answer.

- (a) Cuba and worsening relations with the USA, 1959 to October 1962
- (b) Cuba and improved relations with the USSR, 1959 to October 1962
- (c) The Thirteen Days, October 1962

Target AO1 and AO2: Recall, select and communicate knowledge and understanding of History and demonstrate understanding of the past through explanation and analysis of key concepts, key features and characteristics of the periods studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3]) AO1 ([1]–[3]) AO2

Answers at this level may use only one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[7]) AO1 ([4]–[7]) AO2

Answers will use at least two of the paragraph headings, perhaps missing out only one, and offer a more informed explanation and analysis of the question. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([8]–[11]) AO1 ([8]–[11]) AO2

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of how and why Cuba's relations with the USA and the USSR changed between 1959 and October 1962. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

- (a) **Cuba and worsening relations with the USA, 1959 to October 1962**
 - Cuba was situated only 90 miles from Florida. 95% of Cuba's trade was with the USA so the Cuban economy was heavily dependent on the USA. Americans owned most of the businesses, banks, sugar and tobacco plantations in Cuba. It also had a large naval base in Cuba
 - The pro-American dictator Batista was overthrown in 1959. The new leader, Fidel Castro wished to reduce USA influence. He nationalised industries and banks and introduced land reforms. This damaged USA banking and business interests and led to a worsening of relations

- Eisenhower refused to meet Castro when he visited the USA in 1959 and he refused loans and economic aid to Cuba. All trade with Cuba was banned when Castro turned to the USSR for support
- In January 1961 the USA broke off all diplomatic relations with Cuba. Castro then announced that Cuba was a communist country. This alarmed the USA government. It was not prepared to tolerate a communist country in its sphere of influence
- In April 1961 USA President Kennedy approved a CIA plan to invade Cuba and overthrow Castro. 1400 Cuban exiles were to carry out the invasion, equipped and advised by the USA. The Bay of Pigs invasion was a failure and most of the rebels were captured or killed
- This failure embarrassed President Kennedy and the USA and made Castro a national hero. However, the CIA continued to try to overthrow and assassinate Castro.

(b) Cuba and improved relations with the USSR, 1959 to October 1962

- After the USA cut diplomatic and economic relations with Cuba, Castro needed a new trade partner and turned to the USSR. Agreements were made with the USSR and countries in the Soviet bloc. By 1962 over 80% of Cuba's trade was with the USSR. Cuba exported sugar, fruit and tobacco in return for imports of oil and machinery
- Castro turned to the USSR for military protection from the USA. In May 1962 Khrushchev agreed to supply Castro with weapons to protect Cuba. He sent thousands of guns, patrol boats, tanks and jet fighters and 42 000 Russian soldiers. This made the Cuban army the best equipped in Latin America
- Khrushchev also saw an opportunity to strengthen the USSR in the Cold War. By 1962 the USSR was worried by the 'missile gap' resulting from the USA's superiority in long-range nuclear missiles. Khrushchev was also concerned about NATO missiles placed in Turkey on the border of the USSR
- The situation in Cuba offered Khrushchev a chance to counter this threat. The USSR sent technicians to secretly build silos and missile erectors. By September 1962, they had installed 43 short and medium-range nuclear weapons. These were brought to Cuba hidden in ships carrying machinery
- The USSR believed this would restore balance in the nuclear arms race.

(c) The Thirteen Days, October 1962

- The Thirteen Days lasted from 14 to 27 October 1962. On 14 October photographs taken by a USA spy plane confirmed that Russian missiles were in Cuba and that missile sites were being developed. President Kennedy set up EXCOMM, a small group of military and political advisers to deal with the crisis
- In October 1962, 18 Russian ships, many carrying parts for nuclear missiles, were sailing towards Cuba. Kennedy rejected advice from members of EXCOMM to invade Cuba. He decided to set up a naval blockade of the island to stop these ships landing. The Russians sailed close to the blockade but turned back on 24 October
- The world was on the brink of a nuclear war during the Crisis. The shooting down of a USA U2 spy plane on 26 October could have triggered a nuclear war

- However, an exchange of telegrams between Kennedy and Khrushchev on 26 and 27 October eased tensions. The USSR promised to withdraw its ships and remove its nuclear weapons from Cuba if the USA removed its Jupiter missiles from Turkey and promised not to invade Cuba. Kennedy agreed and made an unofficial promise to remove American missiles from Turkey. Khrushchev accepted this and on 28 October the crisis was over.
Any other valid point. [22]

Assessment of spelling, punctuation and the accurate use of grammar.

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award [0] for responses not worthy of credit

Level 1 Threshold performance ([1] mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, candidates use a limited range of specialist terms appropriately.

Level 2 Intermediate performance ([2]–[3] marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, candidates use a good range of specialist terms with facility.

Level 3 High performance ([4]–[5] marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision. [5]

27

3 This question is about relations between the USSR and the USA, 1945 to 1949.

Explain how and why events in Eastern Europe affected relations between the USSR and USA from 1945 to 1949.

Use the paragraph headings to help you with your answer.

- (a) Reasons for the USSR's actions in Eastern Europe, 1945–1948
- (b) The USA response: the Truman Doctrine and the Marshall Plan
- (c) The actions of the USSR and the USA over Berlin, 1948–1949

Target AO1 and AO2: Recall, select and communicate knowledge and understanding of History and demonstrate understanding of the past through explanation and analysis of key concepts, key features and characteristics of the periods studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3]) AO1 ([1]–[3]) AO2

Answers at this level may use only one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[7]) AO1 ([4]–[7]) AO2

Answers will use at least two of the paragraph headings, perhaps missing out only one, and offer a more informed explanation and analysis of the question. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([8]–[11]) AO1 ([8]–[11]) AO2

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of how and why relations between the USA and the USSR were affected by events in Eastern Europe between 1945 and 1949. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

(a) Reasons for the USSR's actions in Eastern Europe, 1945–1948

- When World War 2 ended in 1945 the USSR was very concerned about its future security and Stalin was determined to prevent another invasion by Germany. Stalin wanted to make Eastern Europe a Russian sphere of influence and a buffer zone. The USSR army of 6 million that had liberated Eastern Europe from German control remained in these countries
- As the Cold War developed the USSR rigged elections and used intimidation and violence to ensure communist control over the countries of Eastern Europe. Opponents of communism were imprisoned or killed and voters in elections were intimidated. Only politicians loyal to Stalin were appointed, e.g. Rakosi in Hungary. By 1948 communist governments controlled Poland, Albania, Hungary, Bulgaria, Romania, Czechoslovakia and the Russian zone in Germany

- Economic links and travel between Eastern and Western Europe became more difficult. The USSR installed watch towers and barbed wire to block off contact. Churchill in 1946 termed this the 'Iron Curtain'. The USSR's economic and political control over Eastern Europe increased.

(b) The USA response: the Truman Doctrine and the Marshall Plan

- The Kennan Telegram in 1946 gave a very bleak assessment of Stalin's motives in expanding communist control over Europe. This made an impact on President Truman who abandoned the traditional USA foreign policy of isolationism
- In March 1947 he announced the Truman Doctrine which committed the USA to spend money and provide help to defend democracy 'from armed minorities and outside pressures'. The policy of containment to prevent communist expansion in Europe became central to the USA foreign policy
- The Marshall Plan supplied 13 billion dollars to European countries between 1948 and 1952 to help rebuild their economies. Truman said the Marshall Plan and the Truman Doctrine were 'two halves of the same walnut'. The Marshall Plan revived the European economies and increased the standard of living in Western Europe.

(c) The actions of the USSR and the USA over Berlin, 1948–1949

- In February 1945 at Yalta Germany was divided into 4 zones and the capital, Berlin 100 miles inside the Russian zone was divided into 4 sectors. This arrangement was confirmed at a conference at Potsdam in July 1945
- Cold War tensions increased between the USSR and the West over West Berlin. 1.4 billion dollars was given to rebuild West Germany and West Berlin through the Marshall Plan. This worried the USSR as it feared a revived Germany might be a threat to the USSR in the future. Tension increased in 1948 because of a plan to introduce currency reform as the first step in setting up a separate West German state from the British, French and American zones
- In June 1948 Stalin blocked off all roads and railway links between West Germany and West Berlin to force the West to leave West Berlin. The 2 million residents of West Berlin were cut off from Western help. The Americans saw this as a test of the Truman Doctrine and were determined to help West Berlin. The Berlin Blockade was the first open conflict between the USA and the USSR in the Cold War
- In the Berlin Airlift (June 1948 to May 1949), the USA supplied the people of West Berlin with food and fuel. During the Berlin Airlift up to 13 000 tons were supplied each day
- Stalin did not shoot down the Allied planes as he did not want to be seen as the aggressor and risk a nuclear attack. Stalin realised the determination of the USA and the West and lifted the Blockade in May 1949. The Airlift made the USA realise its key role in the defence of Western Europe and in 1949 it set up NATO to protect Western Europe.

Any other valid point.

[22]

Assessment of spelling, punctuation and the accurate use of grammar.

**AVAILABLE
MARKS**

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award [0] for responses not worthy of credit

Level 1 Threshold performance ([1] mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, candidates use a limited range of specialist terms appropriately.

Level 2 Intermediate performance ([2]–[3] marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, candidates use a good range of specialist terms with facility.

Level 3 High performance ([4]–[5] marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision.

[5]

27

4 This question is about events in Eastern Europe, 1956 to 1968.

AVAILABLE
MARKS

Explain why the USSR faced threats to its control over Eastern Europe between 1956 and 1968 and how the USSR dealt with these threats.

Use the paragraph headings to help you with your answer.

- (a) Hungary, 1956
- (b) Berlin, 1961
- (c) Czechoslovakia, 1968

Targets AO1 and AO2: Recall, select and communicate knowledge and understanding of History and demonstrate understanding of the past through explanation and analysis of key concepts, key features and characteristics of the periods studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3]) AO1 ([1]–[3]) AO2

Answers at this level may use only one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[7]) AO1 ([4]–[7]) AO2

Answers will use at least two of the paragraph headings, perhaps missing out only one and offer a more informed explanation and analysis of the question. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([8]–[11]) AO1 ([8]–[11]) AO2

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of why the USSR faced threats to its control over Eastern Europe and how the USSR dealt with these threats between 1956 and 1968. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

(a) Hungary, 1956

- The death of Stalin in 1953 and the more tolerant attitude of the new Russian leader Khrushchev encouraged people in Eastern Europe to expect a reduction of strict control by the USSR. Khrushchev's more relaxed reaction encouraged unrest in Hungary
- From 1948, Hungary was ruled by an unpopular pro-Stalin dictator called Rakosi. In October 1956 he was removed from power after popular unrest in Hungary. A more popular communist leader, Imre Nagy was appointed. Khrushchev withdrew Russian troops from Budapest. However, when demonstrations spread to the countryside, Khrushchev moved Russian troops to the border
- On 1 November Nagy announced free elections and declared that Hungary would leave the Warsaw Pact and become a neutral country. Khrushchev, however, was determined to keep Russian control over Hungary. Nagy's proposed reforms threatened Russian control. Khrushchev was determined not to allow it to leave the Soviet bloc

- Five divisions of the Russian army and one hundred tanks were sent into Budapest. Fierce fighting from 4 to 14 November 1956 resulted in the deaths of thousands. 200 000 Hungarians fled and the rebels were defeated. Nagy was executed in 1958 and a pro-Russian government, led by Kadar, was imposed.

(b) Berlin, 1961

- The city of Berlin was the only place where people from East and West had open contact during the Cold War in the 1950s. Differences in living standards between East and West were most visible in Berlin. During the 1950s over 2 million East Germans, mainly young skilled workers, used Berlin as an escape route to the 'Golden West'
- The government of East Germany feared that the loss of so many young, skilled workers through West Berlin would destabilise East Germany and weaken Russian control. In the late 1950s, Khrushchev tried to negotiate with the West to give the USSR complete control over Berlin. However, the USA presidents, Eisenhower and Kennedy, refused to compromise
- On 13 August 1961 the East German government, encouraged by the USSR, sealed off all crossing points between East and West Berlin. Barbed wire fences were soon replaced by a concrete wall. The East Germans called it 'The Anti-Fascist Protectionist Wall'
- The Wall was patrolled by armed guards and many East Germans were killed while attempting to escape.

(c) Czechoslovakia, 1968

- Khrushchev's successor, Brezhnev was also determined to retain Russian control over Eastern Europe. In early 1968 economic problems and dissatisfaction with censorship in Czechoslovakia led to political protest. The unpopular Czech leader, Novotny, was replaced by a new leader, Alexander Dubcek. He wanted to introduce modest political and economic reforms, known as 'the Prague Spring'. Dubcek wanted to hold free elections and reduce censorship. However, he wanted Czechoslovakia to remain in the Warsaw Pact
- Brezhnev expressed concern and warned Dubcek to end his reforms. He feared that other countries in Eastern Europe would demand greater freedom and the USSR's influence in Eastern Europe would be undermined. On 20 August 1968, 400 000 troops from the USSR and four other Warsaw Pact countries invaded Czechoslovakia 'to restore order'
- Dubcek encouraged the Czechs to adopt a policy of passive resistance to avoid open conflict and bloodshed. Russian control was reasserted and Dubcek was removed from power
- In November 1968 the Brezhnev Doctrine stated that countries in Eastern Europe had to remain communist and under Russian control to ensure the security of the USSR and the Warsaw Pact.

Any other valid point.

[22]

Assessment of spelling, punctuation and the accurate use of grammar.

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award [0] for responses not worthy of credit

Level 1 Threshold performance ([1] mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, candidates use a limited range of specialist terms appropriately.

Level 2 Intermediate performance ([2]–[3] marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, candidates use a good range of specialist terms with facility.

Level 3 High performance ([4]–[5] marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision.

[5]

**AVAILABLE
MARKS**

27

Total

60