



Rewarding Learning

**General Certificate of Secondary Education
2015**

History

Unit 2: The Cold War 1945–1991

Higher Tier

[GHY22]

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.

Higher Tier

Mark Scheme

The detail given in the Mark Scheme is for **teacher guidance** and candidates are not expected to cover **every** point suggested.

Section A

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.**

What does **Source A** tell us about the reasons why Kim Il Sung ordered his army to attack South Korea in June 1950?

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

No rewardable material [0]

Able to identify detail from **Source A** why Kim Il Sung ordered his army to attack South Korea.

Award [1] for each piece of information

Candidates should include some of the following points:

- Kim Il Sung wanted to reunite Korea under his control
- He was afraid that South Korea might act first
- Stalin gave his approval for the North Korean attack
- Stalin promised to send weapons and advisers to help
- Kim believed that the South Korean forces were weak
- Kim believed that victory over the South Korean army would be easy.

Any other valid point

[4]

(b) Study Sources A and B.

How far does **Source A** support Truman's belief in **Source B** that the USSR was behind the North Korean attack on South Korea in June 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])

Candidate is able to select one piece of information from either source which is linked to the question but fails to develop similarity and difference. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Candidate is able to select two pieces of information from the sources to show similarity or difference. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Candidate is able to select three pieces of information from the sources to show similarity and difference. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Candidates may make the following points:

Points of Agreement:

- In **Source B** Truman says that “the USSR is now prepared to use armed invasion and war to take over countries” in South East Asia. He says that the North Korean Army has the “support of the USSR”.
- **Source A** agrees when it says that Stalin agreed to support the North Korean attack. **Source A** tells us that Stalin “promised to send weapons and advisers”.

Disagreement/Other points:

- **Source A** disagrees with Truman’s statement in **Source B** which puts all the blame on the USSR, “the USSR is now prepared to use armed invasion and war to take over countries in this area”. **Source A** states that the attack was the idea of the North Korean leader: “Kim Il Sung... wanted to reunite Korea” under his control.
- **Source B** states that the USSR was behind the invasion of South Korea as it was “clear that the USSR is now prepared to use armed invasion”. However, **Source A** also tells us that Stalin was reluctant to become involved in Korea. Stalin “finally agreed” in June 1950 after having “said no” to Kim Il Sung for “nearly a year”.
- **Sources A** and **B** also disagree on the effects of the USA’s involvement in Korea. **Source A** states that Stalin “was afraid” that if the USA got involved “this might lead to a third world war”.
- **Source B** disagrees as it states that the USA is prepared to “help restore peace and security in the area”.

Any other valid point

[6]

To access full marks candidates should note both points of agreement and of disagreement/omission.

(c) Study Source C.

How useful and reliable is **Source C** to an historian studying the outbreak of war between North and South Korea in June 1950?

Target AO2: Use historical sources critically by comprehending, analysing and evaluating them.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

A vague general account of the content of Source C with little attempt to address the question. Candidates at this level may discuss the content of the source but may not give any indication of the reliability and utility of Source C and will make little or no use of own knowledge. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

Answers at this level will discuss the utility and/or reliability of the source in explaining the outbreak of war in Korea in 1950. Candidates may comment on the date of the source and discuss the implications of this. They may begin to make observations on authorship, the fact that this source is the testimony of the leader of South Korea who would have been very much involved in the events in this period. They may refer to the content of the source and use some outside knowledge to support their answers. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([7]–[8])

Answers at this level will discuss more fully the utility and reliability of Source C to an historian studying the outbreak of war in Korea in 1950. They will refer closely to the content of the source and may use outside knowledge to support their answers. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Some of the following points may be made:

Useful:

- This is a useful source because of the author. Syngman Rhee was the leader of South Korea and so was very much involved in these events. He was a fierce anti-communist
- This is a primary/contemporary source. He is speaking in June 1950 so gives us his view of/response to what is happening
- He blames the USSR for the North Korean attack and believes that they are trying to spread communism
- Rhee also mentions the overall struggle between the USSR (communist) and the USA (democratic), i.e. the Cold War. He believes that events in Korea are part of this.

Reliable:

- Syngman Rhee gives one view only, i.e. that of the anti-communists. This is therefore a limited and one-sided account
- He places the blame for the attack on the USSR, paying little attention to the role of Kim Il Sung. Kim was determined to reunite Korea under his control
- Rhee does not mention the hostility between the two parts of Korea or that he himself wanted control over all of Korea
- His motive could be to get help from the USA to defeat Kim Il Sung.

Overall, this is an interesting and useful source but an historian would need to look at a much wider range of views to gain an accurate understanding of these events.

*Some of these points may also be made at Level 2.

Any other valid point

[8]

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

Target AO2 and AO3: Demonstrate their understanding of the past through explanation and analysis. Understand, analyse and evaluate how aspects of the past have been interpreted and represented.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Limited response, with a weak general answer that does not really address the question. Candidates at the lower end of this level may extract limited information from one source, which outlines one view about why there are different interpretations of the reasons for the invasion of South Korea by the North Korean Army in June 1950 (AO3). They may include some general points from their own knowledge which will enable them to achieve marks in the mid-upper end of this level (AO2). Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[7])

Answers at this level may indicate an understanding of the different views of the invasion of South Korea by the North Korean Army in June 1950 (AO3) but may show limited knowledge or understanding of the reasons for these (AO2). Alternatively, answers may indicate an understanding of the reasons why there are different views but may make limited reference to the view/interpretation in the sources. They may refer to Truman's interpretation in Source B that the USSR was trying to spread its control over Korea and to the differing view in Source A that the attack was the idea of Kim Il Sung, leader of North Korea (AO3). Candidates can access marks at the higher end of this level if they attempt to use these sources to reach a conclusion about the reasons for the invasion of South Korea by the North Korean Army (AO3), e.g. that Kim Il Sung wanted to "reunite Korea" under his control (Source A). Candidates will make close reference to the content of the sources and may begin to use some of their own knowledge (AO2). 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 views about the reasons for the invasion of South Korea by the North Korean Army, as outlined in Source A, Source B and Source C (AO3) and of the reasons for these (AO2). At the top of this level they will use their contextual knowledge to explain clearly the reasons for these interpretations (AO2) and will make reference to the sources to support their explanation. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Candidates may make **some** of the following points:

These sources are produced by three different authors who have different perspectives on the reasons for the outbreak of the war. This will affect the interpretation which they give.

- **Source A** is the view of a modern historian. He gives us a factual and objective account of the events preceding the outbreak of war. The historian tells us that both Kim Il Sung of North Korea and Syngman Rhee of South Korea wanted control over the whole country. Kim wanted to make the first move and invade the South but did not want to act before getting permission from Stalin, leader of the USSR. He waited until he got the go-ahead from Stalin before ordering the North Korean Army to attack the South. Therefore the historian is suggesting that Kim Il Sung's actions led to war but that Stalin also played an important role. Candidates will use some of their own knowledge to develop and explain the views in this source
- **Source B** is the view of President Truman, leader of the USA since 1945. His view will be affected by his experience of the worsening relationship between the USA and USSR, resulting in the development of the Cold War. Candidates may use their own knowledge to explain that 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 Asia. In this source Truman states clearly his belief that the USSR is to blame 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 will use some of their own knowledge to develop and explain the views in this source
- **Source C** is the view of Syngman Rhee, the leader of South Korea. His view is that Korea has become part of the Cold War struggle between communism (USSR) and democracy (USA). However, he puts the greatest responsibility on the USSR, which he says “encouraged” North Korea to launch their attack. The view which Rhee gives in this source will be affected by his hatred of communism. Candidates will 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 reach a conclusion which directly addresses the question. They should note that answers **must** be based on the sources, with own knowledge used **to support** the argument/analysis.

Points from own knowledge:

- Candidates could give some detail of the hostility between North and South and of Syngman Rhee's threat to invade the North
- They could refer to the victory of the communists in the Chinese Civil War in 1949, which increased Truman's fears about the spread of communism in Asia
- Candidates could make some reference to the reluctance of Stalin to get involved. He did not want to involve the USSR in war in 1950 as the country had not yet recovered from the impact of World War Two.

Any other valid point

Some of these points may also be made at Level 2.

[10]
and SPaG [5]

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])

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])

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])

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]

28

SPaG

5

Section A

33

Section B

Any **one** question 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 relations between the USSR and Eastern Europe, 1945–1949.

Explain why the USSR wanted control over Eastern Europe at the end of World War Two and how the USSR kept control between 1945 and 1949.

Use the following guidelines to help you with your answer and any other relevant information.

- Reasons why the USSR wanted control over Eastern Europe in 1945
- Peace Conferences in 1945 and the end of wartime alliances
- Actions of the USSR in controlling Eastern Europe, 1946–1948
- Berlin, 1948–1949.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3]) AO1 ([1]–[3]) AO2

Simple descriptive answer rather than explanation and analysis, which may be episodic and lack historical accuracy. To reach the top of Level 1, answers must attempt to provide detail of some of the reasons why the USSR wanted control over Eastern Europe and how it kept control between 1945 and 1949. In Level 1, answers may use only two of the guidelines. Answers may be limited in range. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[7]) AO1 ([4]–[7]) AO2

Developed but limited explanation which goes beyond Level 1 by providing a more informed, if limited, analysis. To reach the top of Level 2, answers must give more specific detail on why the USSR wanted control over Eastern Europe and how it kept control between 1945 and 1949. In Level 2, answers may use three of the guidelines or may contain omissions in coverage of some episodes and developments. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([8]–[11]) AO1 ([8]–[11]) AO2

Well-informed, accurate explanation and a clear and coherent analysis of events. Answers must display sound understanding of why the USSR wanted control over Eastern Europe and how it kept control between 1945 and 1949. In Level 3, answers must use all four guidelines with accurate illustrative detail. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:

Reasons why the USSR wanted control over Eastern Europe in 1945

- Though the USSR and the USA fought on the same side in World War Two it was an alliance of convenience, held together by a common enemy, Germany. 26 million Russians were killed in World War Two
- Stalin was determined to make Eastern Europe a USSR sphere of influence. Germany had invaded the USSR twice in the 20th century. Eastern Europe would act as a buffer zone to protect the USSR from another invasion. Stalin believed that the countries of eastern Europe had to be communist to provide the USSR with security.

Peace Conferences in 1945 and the end of wartime alliances

- In February 1945 at Yalta the Allied leaders failed to reach agreement on the future of Germany. A compromise was reached at Potsdam in July 1945 to divide Germany into 4 zones. The capital, Berlin, in the USSR zone, was also divided into 4 sectors
- Stalin was promised at Yalta that Eastern Europe would be in its sphere of influence and he promised to hold free elections after the war. There was also disagreement over the future of Poland. The Allies were determined to restore Poland's independence but the USSR was determined that Poland would be in its sphere of influence
- A lack of trust between Truman, the new American President, and Stalin weakened relations in 1945. Stalin was suspicious about the motives of the USA and was annoyed that the USA had not shared its knowledge about the discovery of the atom bomb
- Stalin was determined to protect the USSR. He ordered the Red Army, which had liberated Eastern Europe from German control, to stay there. This placed the USSR in a strong position in 1945 as the US army left Europe after the defeat of Germany.

Actions of the USSR in controlling Eastern Europe, 1946–1948

- Stalin used ruthless methods to ensure communist control in the states of Eastern Europe: elections were rigged, opponents of communism were imprisoned or killed and only politicians loyal to Stalin were appointed, e.g. Rakosi in Hungary
- In 1948 there was a communist coup in Czechoslovakia, the only country in Eastern Europe still a democracy. By 1948 communist governments controlled Poland, Albania, Hungary, Bulgaria, Romania, Czechoslovakia and the Russian zone in Germany
- Cominform, set up in 1947, and Comecon, set up in 1949, strengthened the USSR's political and economic control over Eastern Europe. Economic links and travel between Eastern and Western Europe became more difficult. The USSR installed watch towers and barbed wire to block off contact.

Berlin, 1948–1949

- As the Cold War developed, tension increased between the USSR and the West over West Berlin. The USSR wanted Germany to pay reparations for damage and deaths in World War Two while the USA wanted to rebuild the German economy. 1.4 billion dollars in aid was given by the USA to help to rebuild West Germany and West Berlin through the Marshall Plan. The USSR feared a revived Germany might be a threat to the USSR. Tension

increased in 1948 because of a plan by the West to introduce currency reform

- In June 1948 Stalin blocked off all roads and railway links between West Germany and 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 confrontation between the USA and the USSR in the Cold War
- The USA was determined to stay in West Berlin. With the support of Britain and France they decided to supply the people of West Berlin with food and fuel. The airlift lasted 324 days, with up to 13 000 tons 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 West and lifted the Blockade in May 1949.

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]

3 This question is about the Vietnam War, 1954–1973.

Explain why the USA became involved in a war in Vietnam and how the involvement of the USA in Vietnam changed by 1973.

Use the following guidelines to help you with your answer and any other relevant information.

- Reasons why the USA became involved in Vietnam
- Actions of the USA in Vietnam, 1954–1964
- Actions of the US army in Vietnam, 1965–1968
- Vietnamisation and withdrawal, 1968–1973.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3]) AO1 ([1]–[3]) AO2

Simple descriptive answer rather than explanation and analysis, which may be episodic and lack historical accuracy. To reach the top of Level 1, answers must attempt to provide detail of some of the reasons why the USA became involved in a war in Vietnam and how USA involvement in Vietnam changed by 1973. In Level 1, answers may use only two of the guidelines. Answers may be limited in range. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[7]) AO1 ([4]–[7]) AO2

Developed but limited explanation which goes beyond Level 1 by providing a more informed, if limited, analysis. To reach the top of Level 2, answers must give more specific detail on why the USA became involved in a war in Vietnam and how that involvement changed by 1973. In Level 2, answers may use three of the guidelines or may contain omissions in coverage of some episodes and developments. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([8]–[11]) AO1 ([8]–[11]) AO2

Well-informed, accurate explanation and a clear and coherent analysis of events. Answers must display sound understanding of why the USA became involved in a war in Vietnam and how that involvement changed by 1973. In Level 3, answers must use all four guidelines with accurate illustrative detail. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:

Reasons why the USA became involved in Vietnam

- In the 1950s the USA supported the Truman Doctrine which committed the USA to a policy of containment of communism. The loss of China to communism in 1949 and the outbreak of the Korean War in 1950 convinced many Americans that 'Asia is the place where the communists will make their

play for world domination’

- Many American politicians believed in the Domino Theory – that USA support was vital to protect the small countries of Asia from communist take-over
- The USA, fearing a communist power bloc of China and the USSR, made a series of alliances in Asia called SEATO [South East Asia Treaty Organisation]. South Vietnam had an important strategic value in helping America’s interests in South East Asia
- South Vietnam also had economic potential and was rich in rubber, tungsten and tin.

Actions of the USA in Vietnam, 1954–1964

- The USA gave financial help to France in its struggle against the communist Viet Minh between 1945 and 1954. After the defeat of France at the battle of Dien Bien Phu in 1954, Vietnam was divided on Cold War lines along the 17th Parallel into communist North Vietnam and non-communist South Vietnam
- South Vietnam was seen as ‘the cornerstone of the free world in South East Asia’ and indirect help in the form of 16 000 military advisers and \$3 billion was given to the government of President Diem of South Vietnam to fight against the Viet Cong, a guerrilla group set up in 1960 to fight for a united communist Vietnam
- The government of President Diem was unpopular and corrupt and refused to hold elections. The Viet Cong gained more support and President Diem was overthrown and killed in November 1963
- The alleged attack on an American ship by North Vietnam in the Gulf of Tonkin in 1964 caused the USA to consider direct involvement in Vietnam. President Johnson vowed not to be ‘the President who saw South East Asia going the way that China went’. The US Congress passed the Tonkin Resolution, which transformed the USA’s role from indirect to direct involvement.

Actions of the US Army, 1965–1968

- In 1965, US soldiers were sent to South Vietnam to help the government against the Viet Cong and by 1968, over 540 000 US troops were in Vietnam. The US army was far superior in size and weapons and expected an easy victory
- The USA adopted the unpopular tactic of moving the South Vietnamese peasants out of their villages into strategic hamlets controlled by the Americans. About 40% of the population of South Vietnam was moved. This tactic was resented and only served to gain more recruits for the Viet Cong
- The USA wanted to destroy the Ho Chi Minh Trail, the vital Viet Cong supply route through the dense jungle of Vietnam, Laos and Cambodia. The Americans used chemical defoliants, e.g. Agent Orange, to destroy trees and vegetation. They also used napalm, a petrol-based liquid which cleared undergrowth but also caused terrible skin burns to civilians
- Search and Destroy tactics led to the burning of villages and shooting of suspects. This resulted in a high civilian death rate. American frustration against the Viet Cong led to atrocities against civilians, especially the infamous My Lai massacre in March 1968, when over 300 civilians were killed
- The USA also used its planes to bomb North Vietnam, the chief supplier of men and weapons to the Viet Cong. The USA bombed army bases, bridges

and weapons factories. Thousands of innocent civilians were killed in these intensive raids.

Vietnamisation and withdrawal, 1968–1973

- By 1968 support for the war in the USA was declining. Anti-war protests and draft dodging increased, especially among students and Black Americans. The war was costing \$28 billion each year and was disrupting social and welfare reforms
- Richard Nixon became President in January 1969, promising Peace with Honour. He was determined to end US involvement in the war in Vietnam by following a policy called Vietnamisation. This transferred responsibility to the government and army of South Vietnam and allowed the USA to withdraw without losing face. By 1971 the number of US troops in South Vietnam was reduced to 157 000
- In January 1973 the USA and North Vietnam signed a cease-fire allowing the USA to withdraw from the war.

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]

4 This question is about relations between the USSR and Eastern Europe, 1961–1990.

Explain why and how the USSR's control over Eastern Europe changed between 1961 and 1990.

Use the following guidelines to help you with your answer and any other relevant information.

- Berlin and the USSR's actions in 1961
- Czechoslovakia, 1968 and the Brezhnev Doctrine
- Détente and Perestroika
- The collapse of communism in Eastern Europe, 1989–1990.

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

Simple descriptive answer rather than explanation and analysis, which may be episodic and lack historical accuracy. To reach the top of Level 1, answers must attempt to provide detail of some of the changes to the way that the USSR controlled Eastern Europe between 1961 and 1990 and on the reasons for these. In Level 1, answers may use only two of the guidelines. Answers may be limited in range. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[7]) AO1 ([4]–[7]) AO2

Developed but limited explanation which goes beyond Level 1 by providing a more informed, if limited, analysis. To reach the top of Level 2, answers must give more specific detail of the changes to the way that the USSR controlled Eastern Europe between 1961 and 1990 and on the reasons for these. In Level 2, answers may use three of the guidelines or may contain omissions in coverage of some episodes and developments. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([8]–[11]) AO1 ([8]–[11]) AO2

Well-informed, accurate explanation and a clear and coherent analysis of events. Answers must display sound understanding of the changes to the way that the USSR controlled Eastern Europe between 1961 and 1990 and on the reasons for these. In Level 3, answers must use all four guidelines with accurate illustrative detail. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:

Berlin and the USSR's actions in 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'

- In the late 1950s, Khrushchev tried unsuccessfully to negotiate with the West to allow the USSR complete control of Berlin. He feared that the loss of so many young, skilled workers would destabilise East Germany and weaken Russian control
- On 13 August 1961 the East German government, encouraged by the USSR, sealed off all crossing points between East Berlin 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.

Czechoslovakia, 1968 and the Brezhnev Doctrine

- Khrushchev's successor, Brezhnev, was also determined to retain Russian control over Eastern Europe. Economic problems and dissatisfaction with censorship in Czechoslovakia led to political protest in early 1968
- The unpopular Czech leader, Novotny, was replaced by a new leader, Alexander Dubcek, who wanted to introduce modest political and economic reforms. These reforms, known as 'the Prague Spring', included free elections and reduced censorship. However, Dubcek reassured the USSR that he wanted Czechoslovakia to remain in the Russian sphere of influence and in the Warsaw Pact
- Brezhnev expressed concern about these reforms, fearing that other countries in Eastern Europe would demand greater freedom and the USSR's sphere of 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.

Détente and Perestroika

- USSR control of Eastern Europe and Berlin was not challenged in the 1970s and the West began to export grain to the USSR. The improvement in relations between the USSR and the West in the 1970s became known as Détente. The Strategic Arms Limitation Talks [SALT] in 1972 and 1979 made some progress in reducing the build-up of nuclear arms
- Mikhail Gorbachev, the new USSR leader in 1985, wanted reform and his two policies of Glasnost (openness) and Perestroika (economic reform) had a big impact on USSR control over Eastern Europe
- Gorbachev was keen to end the nuclear arms race which was a drain on the USSR's economy. He cut spending on defence and signed nuclear arms reduction treaties with Presidents Reagan and Bush. By 1989 both the USSR and the USA agreed that the Cold War was over.

The collapse of communism in Eastern Europe, 1989–1990

- Gorbachev believed that Eastern Europe was no longer needed as a buffer zone. He abandoned the Brezhnev Doctrine. Gorbachev made it clear that

communist governments in Eastern Europe would no longer be propped up by the Red Army, which was withdrawn from Eastern Europe

- Growing resentment at political repression and economic decline during the Cold War resulted in the sudden collapse of the Iron Curtain in 1989, ‘the year of miracles’, as the Communist Party lost control in almost all countries in Eastern Europe. In August 1989 Poland became the first country in Eastern Europe to have a non-Communist government
- Free elections in Hungary and Czechoslovakia led to non-communist governments. For a time East Germany, Romania and Bulgaria stayed loyal to the USSR and communism. In 1990 Ceausescu, the unpopular communist leader in Romania, was executed and the communist government in Bulgaria resigned
- In East Germany, Eric Honecker, the communist leader, resisted Gorbachev’s reforms. During 1989 thousands of East Germans had fled to the West through Hungary. Then on 9 November 1989 thousands of demonstrators forced their way through the Berlin Wall using pick axes and hammers. In October 1990 East and West Germany were reunited with the new capital in Berlin.

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]

22

SPaG

5

Section B

27

Total

60