



**Level 1/2 Certificate**

**History**

**Paper 3      Historical Investigation**  
**8045/3**

**Specimen**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Level 1/2 Certificate in History

### A: INTRODUCTION

- Consistency of Marking**

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

- Subject Content**

The revised specification addresses subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all candidates, but particularly the more able, to make judgements grounded in evidence and information.

- The Assessment Objectives (AOs)**

Assessment Objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of history.	32.5
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> <li>key concepts: causation, consequence, continuity, change and significance within an historical context</li> <li>key features and characteristics of the periods studied and the relationship between them.</li> </ul>	31.5
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> <li>a range of source material as part of an historical enquiry</li> <li>how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.</li> </ul>	36

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All candidates take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate candidates' attainment by **outcome** and to reward **positively** what the candidates know, understand and can do.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

**B: QUESTION TARGETS & LEVELS OF RESPONSE**

- **Question Targets**

The mark scheme for each question is prefaced by an assessment objective 'target'. This is an indication of the skill which it is expected candidates will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of Response**

There are several ways in which any question can be answered – in a simple way by less able candidates and in more sophisticated ways by candidates of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of candidates entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the candidate's **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answer within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, e.g. Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no 'totting up' of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the candidate has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember

to identify them as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

### **C: DECIDING ON MARKS WITHIN A LEVEL**

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **lower/lowest mark within the level**.

In giving more credit with the level, examiners should ask themselves several questions relating to candidate attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Consider whether the answer is:

- precise in its use of supporting factual information.
- appropriately detailed.
- factually accurate.
- appropriately balanced, or markedly better in some areas than in others.
- set in the historical context as appropriate to the question.
- displaying appropriate **quality of written communication skills**.

Note about Indicative Content.

The mark scheme provides **examples of historical content** (indicative content) which candidates may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some candidates to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the candidate’s level of critical thinking determines this**. Remember that the **number** of points made by a candidate may be taken into account only **after** a decision has been taken about the quality (level) of the response.

#### **• Some things to remember**

Mark positively at all times.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

As a general rule, give credit for what is accurate, correct or valid.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

**D: SOME PRACTICAL POINTS**

- **Answers in note form**

Answers in note form to any question should be credited in so far as the candidate's meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the candidates in diagrams, tables, maps etc., provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a candidate starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the "thought level" equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases and write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

## Topic 4 The Origins of the Cold War

### Question 1

- 01** What does **Source A** suggest about the situation in Europe at the end of the Second World War? **4**

**Target: Analysis and Understanding of a source (AO3)**

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

**Level 1: Answers that select details from the source 1**  
e.g. Source A shows the three leaders round a table doing a jigsaw on a map of Europe.

**Level 2: Answers that draw a simple inference from the source 2-3**  
e.g. the picture shows them **all working together**.

**Level 3: Answers that develop a complex inference from the source 4**  
e.g. the picture suggests that although they are working together it says there is trouble with some of the pieces and this means that **there are problems**. Roosevelt has one piece which he seems to want a place for and Stalin has a lot of pieces – that may be the source of the trouble. They all seem like **equal partners**.



- 02** What do **Sources B** and **C** suggest about attitudes in Russia towards the West? Use the sources and your knowledge to explain your answer.. **8**
- Target: Analysis and Understanding of sources in their historical context (AOs 1, 2 and 3)**
- Candidates either submit no evidence or fail to address the question. 0**
- Level 1: Answers that select details from Sources B and/or C 1-2**  
e.g. Source C shows Truman banging a drum.
- Level 2: Answers that provide a simple informed inference 3-4**  
e.g. The impression in Source B is that the **Russians are angry and very upset by the West**. They thought that the West would share the secrets of the Atom bomb with them and gradually they realise they won't. Truman knew on the first day of the Potsdam Conference that the Bomb worked. Stalin was keen to get into the war against Japan to gain a seat around the peace conference table.
- e.g. In Source C **Truman appears like Hitler**, giving the Nazi salute in his shadow as he drums.
- OR**
- Answers that based on a common simple, informed inference.**
- e.g. Both sources show that Russia sees America as **a threat** to her.
- Level 3: Answers that draw a complex, informed inference based on either or both of the sources individually 5-6**  
e.g. In Source C Zhitomirsky sees Truman's posture in 1948 as **aggressive and militaristic** as he summons the West to war with his 'hysterical war drumming'. Source C reveals how there are disturbing resonances for Russia in this provocative American attitude. Russia, which had sacrificed 20 million of its citizens to defeat Hitler and the fascists in World War 2, appeared to be facing a new but familiar opponent in America.
- e.g. In Source B the author sees the attitude of Russia to the West as based on **a long-term desire for Soviet security** and the Russians' strong sense of their **recent history**. The Communists have been hunted by their enemies and are **haunted by those memories**. The Russians according to Clark-Kerr want to make sure that the **Communist system is embedded and safe** after coming so close to defeat in World War 2. In developing the **Atomic bomb** the West has presented **a new threat to Soviet security**, one which negates the numerical strength of Russia's armies. The Source suggests that almost naively the Russians thought that having worked with the West to defeat the common enemy of Hitler, then the West would share its atomic advantage. When this technological largesse did not materialise, Russia began to regard the West with mistrust, resentment and anger. This attitude was confirmed when 'the bomb seemed to them to become an instrument of policy'. The West was using the bomb as leverage to get what it wanted in Europe. It was as Truman boasted, 'the greatest thing in History'.

**Level 4    Answers that based on a common complex, informed inference based on both of the sources together    7-8**

e.g. Sources B and C suggest that Russia was suspicious of the West of having aggressive military and political ambitions towards her that threaten her long-term security. The image of a manic, staring Truman as a drummer calling the West to arms perched on the icon of Capitalism - the skyscraper – lies in the shadow of the staccato posturing of Hitler; Source B refers to the war that posed a crisis for Soviet Communism and threatened to sweep them ‘to what looked like the brink of defeat’. It was the Red Army, says B, which moved westwards and restored Russian self-belief. By developing the bomb the West has undermined that army and with it Russian security. Moreover Truman has not shared the bomb but has used it to the West’s advantage as ‘an instrument of policy’. **Truman and the West are seen as the new threat that replaced Hitler and the Nazis.** Truman did little to dispel this Russian conclusion, he ignored Secretary of War and manager of the Manhattan Project, Henry Stimson’s advice to seek a peaceful agreement with Stalin about atomic weapons, if negotiations continued, Stimson warned, ‘ with this weapon rather ostentatiously on our hip, their suspicion and their distrust of our purposes and our motives will increase.’

<b>03</b>	What do <b>Sources D</b> and <b>E</b> suggest about attitudes in America towards Russia? Use the sources and your knowledge to explain your answer.	<b>8</b>
<b>Target:</b>	<b>Evaluation of sources for a specific enquiry (AOs 1, 2 and 3)</b>	
<b>Target:</b>	<b>the Analysis and Understanding of sources in their historical context</b>	
	<b>Candidates either submit no evidence or fail to address the question.</b>	<b>0</b>
<b>Level 1:</b>	<b>Answers that select details from Sources D and/or E</b> e.g. Source E shows the Marshall Plan provided tractors to Europe.	<b>1-2</b>
<b>Level 2:</b>	<b>Answers that provide a simple informed inference</b> e.g. The impression in Source D is that Russia, shown as the bear, is a <b>threat</b> and menacing to Europe. e.g. In Source E the attitude of America is that it is <b>superior</b> to Russia.	<b>3-4</b>
	<b>OR</b>	
	<b>Answers that based on a common simple, informed inference</b> e.g. Both sources show that the Americans <b>disliked</b> the Russians.	
<b>Level 3:</b>	<b>Answers that draw a complex, informed inference based on either or both of the sources individually</b> e.g. In Source D the attitude is that Europe is threatened by Russian expansion; the bear throws a shadow ahead of it and the size of the European man suggests that America does not think that <b>Europe is in any condition to resist Soviet expansion on its own</b> . The formation of Cominform in September 1947 strengthened American belief that Russia wanted to spread her influence and make sure that eastern European governments did not sign up for the Marshall plan aid.  e.g. In Source E the cartoonist sees <b>the Russians as technologically backward and inferior</b> . Stalin is shown trying to persuade Russian satellite countries that his COMECON is superior. At the time of its formation in 1949, Bulgaria, Czechoslovakia, Hungary, Poland, Romania and the Soviet Union declared their refusal 'to subordinate themselves to the dictates of the Marshall plan'. The American technology is superior as the smiling farmer of the West indicates.	<b>5-6</b>
<b>Level 4</b>	<b>Answers that based on a common complex, informed inference based on both of the sources together</b> e.g. Sources D and E suggest that America thinks Russia is a threatening bully and <b>America is essential to the future of Europe</b> . In Source D Russia towers above Europe which looks nervously over its shoulder for American support. In Source E the Russian bully Stalin, smiles as he gives eastern bloc countries an inferior product in COMECON to that of the Marshall plan. In both D and E the <b>Marshall Plan is what Europe needs</b> in order to make itself strong, defeat Russia and reconstruct itself. Even the Eastern bloc countries peer enviously over the fence at what Stalin denies them in the Marshall Plan and enslaves them.	<b>7-8</b>

04	<p>How useful are <b>Sources A to E</b> at showing the reasons for Russian and American attitudes to each other?</p> <p>Use the sources and your knowledge to explain your answer.</p>	10
<b>Target:</b>	<p><b>Evaluation of the utility of the sources for a specific enquiry (AOs 1, 2 and 3)</b></p>	
	<p><b>Candidates either submit no evidence or fail to address the question.</b></p>	0
<b>Level 1:</b>	<p><b>Answers that assess the utility of the sources because factual information is given which matches the requirements of the question.</b></p> <p>Answers rely upon sources and may select details from the sources to support the answer.</p> <p>e.g. The sources are useful because Source B shows that Russia was suspicious of America because it did not share the Atomic bomb. Russia wanted security and permanence for their system. As D shows America was frightened of the Russians and could not work with them any more as they did in Source A.</p> <p>The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	1-2
<b>Level 2:</b>	<p><b>Answers that assess the utility of the sources by reference to either content or provenance and supports answer with information from outside the sources.</b></p> <p>Answers referring to both content and provenance <u>but with only simple reference to one of these will be marked at this level.</u></p> <p>e.g. Source A is a useful source because it was <b>published during the Yalta Conference</b> and shows the way the allies are cooperating but Stalin has his hands full as if he is greedy for more land. <u>Punch is supposed to be a humorous and satirical magazine but this cartoon is not funny. I think it is being ironic.</u> In B we get the idea that the cooperation between the powers has turned to mistrust, America was seen as a threat, and maybe they will use the Atomic bomb against the Russians as they did against <b>the Japanese at Hiroshima and Nagasaki</b>. Source C is valuable because it shows the Russians thought Truman threatened the survival of Russia through war just as Hitler had done. Source A is about gaining and controlling territory in Europe this was a reason for different attitudes. Source D shows that the Americans were afraid of Russia and how it could control territory. Russia traditionally is shown as a bear but this one looks very aggressive and it is angry and violent. The Americans were afraid that Russia would expand its influence. <b>They knew Communists were threatening to take control in Greece and Turkey in 1947 with Russian support. So Congress sent \$400 million in aid. This was the policy of 'containment' which the Truman Doctrine led to.</b> It is helpful in Source E that you can the idea that it may be that the Americans think that Stalin will stop them selling things to Europe and all the countries will have to do as Russia says.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	3-5

**Level 3: Answers that assess the utility of the sources by detailed reference to both content and provenance and supports the answer with information from outside the sources. 6-8**

Answers may begin to use sources together to illustrate the answer.

e.g. The sources are useful because they are good at showing the breakdown in relations that led to the Cold War. There is the sense of disappointment (B) when the wartime cooperation shown in A was abandoned after America got the bomb. However Source A is less helpful **it was written when the war in Europe was not yet won and it anticipated problems because it was published in the middle of the Yalta Conference. Russia was in a strong position with Marshall Zhukov 40 miles from Berlin.** The sources do not really refer to the **issue of reparations which was a big issue between the Allies at Potsdam in 1945.** B and C suggest that there will be an arms race now as Russia's 300 divisions go up against Truman and the atomic bomb (B and C). The rivalry between Russia and America extended beyond arms into economic aid as D and E suggest they want to win friends by helping neighbours. The Sources D and E are useful because they were published at the time of the Berlin Airlift so it shows both sides knew the lengths they would go to. Both of these sources are from **newspapers and may give a popular view rather than the view of the government,** just as B says it is the view of the ordinary people. As well as A – E, we need **some real Russian views such as the 'Bolshoi speech' (February 1946)** which would help us understand the views of Stalin. However It is good that D and E come **from two different American newspapers but the Washington Post gained a reputation for left wing views in the 60s...**

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: Answers that offer a balanced, integrated assessment of utility by detailed reference to the content and provenance of the sources A – E. Answers will use sources together to illustrate their understanding. 9-10**

Answers at this level will acknowledge that the sources are not wrong but that important factors are omitted, implicit or superficially dealt with. Answers will be supported by information from outside the sources.

e.g. The sources are very helpful at showing the reasons for Russian and American attitudes to each other because they show the **Propaganda element** in C and E as the Russians paint the Americans as warmongers and fascists whereas the Americans despise the Russians for being technologically backward in E. Both sides try to out-perform the other in technology with the **arms race** and later the Space race.

Sources B and D are useful because they refer to the territorial rivalry and the need for **territorial security** for Russia which Stalin tries to ensure by offering economic support as in E. The reasons for American and Russian rivalry very quickly becoming more intense is shown in the change of Presidency as Roosevelt seemed to cooperate quietly (A) and Truman in C has a feverish determination. Zhitomirsky in C has a lot of experience of photomontage

propaganda like John Heartfield during World War 2 and is bitterly critical of American aggression – in Source C the blame lies firmly with Truman and America for the Cold War. Yet B is a British source purporting to describe the views in Russia although it is written by someone well placed to observe, he may not know directly. It would be useful instead of B being a British if we had some real Russian views such as the 'Bolshoi speech' (February 1946) which would help us understand the views of Stalin or Kennan's 'Long telegram' which would explain American thinking. The sources D and E are good because they show that the desire to dominate and **control the countries of Europe** is a reason for their attitudes to each other.

The sources do not refer to any of the longer term reasons for Russian or American attitudes. For the Russians there was distrust because the Americans and British had helped the Whites in the Civil war after 1914, Britain and France had failed to stand up to Hitler between 1936 and 1939, Nazi Germany had invaded Russia and the allies seemed slow to open up a second front to relieve pressure on Russia. The Russians were the only Communist country in the world; they feared America's nuclear monopoly and wanted a territorial buffer.

The sources do not refer to the deep **ideological differences** that lie behind the Cold War. Although Truman (C) sits astride a skyscraper, the symbol of Capitalism, and Stalin lectures the all dressed alike eastern bloc workers which suggest Communism, there is little reference to the 'alternative ways of life... one based on free will. The second based upon the will of a minority forcibly imposed upon the majority.' This Truman doctrine (March 12, 1947) which many historians see as the start of the Cold War was given practical expression in the Marshal plan (ERP) announced in June 1947 and beginning just after D appeared in April 1948. America, a Capitalist country, feared the spread of Communism, the end of political freedom and democracy and reduced opportunities for investment and profits...

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.

05	<p>Study <b>Sources F, G and H</b>. How do these sources show the significance of the Berlin airlift?</p> <p>Use the sources and your knowledge to explain your answer.</p>	8
<b>Target:</b>	<b>Evaluation of sources for a specific enquiry (AOs 1, 2 and 3)</b>	
<b>Candidates either submit no evidence or fail to address the question.</b>		0
<b>Level 1:</b>	<p><b>Answers that describe the event - the Berlin Airlift or the source(s). Answers that provide general statement(s) or factual details about the Berlin Airlift.</b></p> <p>e.g. The painting Source F shows how difficult it was as lots of supplies had to be brought in. By March 1949 over 8,000 tonnes a day was being delivered.</p> <p>The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	1-2
<b>Level 2:</b>	<p><b>Answers that explain briefly several aspects of the significance of the event by reference to the sources.</b></p> <p>e.g. The airlift was significant because <b>it affected everyone in Berlin</b> because they got food. And they did not give in and go over to the Russian side to get it; only 2% of the population did this. Source F shows they got food. As <b>they still think enough about it and remember it</b> to buy the figures like G so many years after the event it has a significance that lasted. The airlift was <b>symbolic</b> because as Truman said in his memoirs, 'Berlin had become a symbol of America's and the West's dedication to the cause of freedom'.</p> <p><b>Answers that explain in depth, one aspect of the significance of the Berlin Airlift by reference to the sources.</b> Answers that focus on the consequences of the event at the time should be marked at this level.</p> <p>e.g. The airlift was important because it called Stalin's bluff and proved how determined the West was to hang onto Berlin. The significance of the airlift was <b>symbolic</b> because it had been the capital of Germany and the West fought over it and its future. Source F is a narrative image detailing just how much effort the west would put into keeping it out of Stalin's hands. Even the aircraft corporation see the <b>symbolism</b> of the airlift to emphasise the value of their technology as a tool of American policy.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	3-4
<b>Level 3:</b>	<p><b>Answers that recognise and explain several aspects of the significance of the event in specific detail by reference to the sources.</b></p> <p>e.g. The significance is that it <b>affected a lot of people</b> at the time. The Berliners who received food and the airmen (F) who flew it in, and risked their lives. Seventy nine British and American pilots died during the airlift so that <b>affected people deeply</b>. The airmen and the people of Berlin find it significant enough to remember in the commemorative picture (F) and the porcelain figurines (G) which sold out in 1993. It is significant because of the remarkable use of technology which America had in the Atom bomb and in</p>	5-6

Aviation. The logistics of the Airlift were demanding as the unloading and use of radar shows. The Airlift was significant because it marked a **change in attitude** in the West to supporting the 'good Germans' who had with resignation resisted Soviet 'aggression'. It affected Berliners for a **long time** because their city was a focus of the Cold War where East and West came together but remained divided by the Berlin Wall for more than 40 years until 1989.

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: Answers that develop out of level 3 and establish and evaluate the links between sources to establish significance. 7-8**

e.g. ... the sources show that the Berlin Airlift was significant because it brought about a change that lasted a long time; it helped change people's attitudes in the West to Germany. The sources show significance for the future by reference to the children and the gratitude of the German people. In the painting (F) children present flowers to the airmen and watch the planes coming in to land 'like a string of pearls in the sky'. The children wave at the plane in G next to the memorial to the airlift and the 'candy bombers'. Even Douglas (H) chose to use a child to evoke the sense of America coming to the aid of defenceless children and the freedom and democracy loving Berliners, suggesting they offer 'a new way of life'.

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.



- 6 Read **Sources I** and **J**. They disagree about who was to blame for the start of the Cold War. **10**  
Use the sources and your knowledge to explain your answer.

**Target: Understanding and Evaluation of interpretations (AOs 1, 2 and 3)**

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

- Level 1: Answers that describe or paraphrase the source(s) and details from the source(s). Answers that provide simple statements in support of one interpretation, describe single aspects or factual details of the Cold War.** **1-2**  
e.g. Source I says that the West wanted to make Europe free and wanted to rebuild it. It blames Stalin because he only wanted to dominate the countries and tell them what to do. Source J says that the free flow of exports was essential and America was to blame because she wanted trade so both sources are convincing.

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

- Level 2: Answers that argue for both interpretations in Sources I and J and demonstrate a simple understanding of both. Candidates will test the source using their own knowledge or other sources or interpretations.** **3-5**  
e.g. **Source J is right** because America paid for the Marshall Plan which rebuilt Europe. Britain and France got most money; Britain got \$2,700 million and France \$2,400 million. In all 16 western countries received \$15 billion in aid. However **it is also true** that Stalin started Cominform to organise the Communist parties in Europe and interfered with east European states which did not toe the Russian line such as Yugoslavia (June 1948) and Czechoslovakia (July).

**OR**

**Answers that argue the case for either interpretation I or J. Answers show a detailed understanding and support for one interpretation. Candidates will test the source using their own knowledge or other sources or interpretations.** Answers stating a preference for one interpretation but with only simple development of the other source will be marked at this level.

e.g. Source I is the **most convincing because** of the way Russia took over eastern European countries alarmed the West. Czechoslovakia was a good example because before the war it had been a democratic country, the president Benes wanted Soviet help in rebuilding in 1945 and so he appointed Communists to run important ministries. Stalin forbade the Czechs from joining in the Marshall Plan in 1947. In 1948 senior police officers were sacked and Communists replaced them. Armed communists took over the radio and newspapers. A leading non-Communist, Jan Masaryk was found dead and the Communists won the general election after they took over or suppressed the other parties. A Communist take-over happened in Poland in 1947, in Romania in 1947 and Bulgaria in 1946.

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: Answers that argue a detailed case for and appreciate both interpretations. Candidates will test the interpretation using their own knowledge or other sources or interpretations. Answers might suggest that one interpretation has greater merit.** **6-8**

e.g. Both interpretations are a little bit right. As Source I suggests Stalin did not seem trustworthy because after Yalta (February, 1945) and Potsdam (July, 1945) the issue of Poland did cause a big problem. It was occupied by the Red Army but at Yalta, Stalin agreed that members of the Free Polish Government would join the provisional Government but he invited the non-Communists to Moscow and imprisoned them. Stalin wanted to make sure that Germany could never challenge Russia again and wanted reparations for all the damage suffered by Russia which was far more than the Allies, not least the 20 million dead, but also 25 million homeless and a third of her productive resources destroyed. For Stalin Russia had been beating the Nazis while Roosevelt and Churchill failed to provide a second front instead they invaded North Africa and Italy. The Americans stopped military aid in the summer of 1945, they had the bomb and they did not seem to understand the importance of Poland, through which Germany had attacked Russia twice. **So it is understandable that Stalin feared the West's intentions.** But the Americans wanted to avoid another Depression as in the 1930s and so they had the Marshall Plan as Source J says. Britain and America wanted to help Germany recover quickly. Really both interpretations are good because **America wanted a reconstructed Germany** as essential to their desire for a 'free flow of exports and imports'. If as the Russian wanted the 'two camps' doctrine prevailed then that economic flow was unlikely...

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: Answers that develop out of level 3 and evaluate the relative merits of each interpretation and come to a balanced, integrated summary assessment about the merits of the issue.** **9-10**

e.g. There is some common ground between the two interpretations because Source J suggests that the motivation behind the Cold War that economic power and prosperity would replace conflict, to de-emphasize military power' and Source I speaks of an idealism and sees prosperity from a system in which 'war and violence were unthinkable'. Unfortunately the Americans saw their system of democracy as the way to achieve this and Stalin believed that Russian led-Communism could provide it.

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.

- 07** In 1945 America and Russia were united about Germany; in 1948 the first serious crisis of the Cold War happened in Germany. **12**  
How important was Germany, amongst other factors, in the development of rivalry between America and Russia, 1945-1948?  
Use the sources and **your knowledge** to help you answer the question.

**Target: Causal evaluation; synthesis of historical knowledge and sources (AOs 1, 2 and 3)**

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

**Level 1: Answers that provide general statements, or paraphrase the source(s), describe single reasons for or factual details of the Cold War. 1-3**  
e.g. The war was inevitable once the common enemy – Germany had been neutralised. Then they disagreed about what to do with the common enemy after it had been defeated.

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

**Level 2: Answers that comment briefly on several factors, to do with the causes of rivalry between America and Russia. Answers at this level are likely to assume the importance of factor(s). 4-6** Candidates will support their answers using their own knowledge or other sources.  
e.g. Rivalry happened because as Sources I and J show the Russians and Americans had **different visions** of how Europe would look and develop after the end of the war - one Capitalist, the other Communist. Events during and just after World War 2 made it likely that there would be conflict. The fact that America had the **atomic bomb** caused rivalry as Source B suggests. Stalin knew about the atomic bomb before Truman told him but when it was dropped was important because it meant it was hard for him then to enter the war against Japan and claim land in Asia as promised at Yalta. This caused mistrust of America (C) and vice versa as Source D shows. From the American point of view the **Russian actions** caused rivalry because they saw the gradual nibbling away at free and democratic principles in the eastern countries such as Albania (1945), Poland (1947) and Hungary (1947).

**OR**

**Answers that identify and explain one factor, in depth, to do with the causes of rivalry between America and Russia which may be the fate and future of Germany after World War 2. Answers at this level are likely to assume the importance of the factor.** Candidates will support their answers using their own knowledge or other sources.

e.g. **Germany** was the main reason for rivalry. Its geographical position meant it was where East met West. Russia was very aware it had been invaded twice by Germany. Germany had proved a military and industrial power and during the inter-war years had proved that it could recover from defeat. Russia did not want Germany to become an independent power again but Russia wanted it as a dependent power. When it threatened to re-emerge with two thirds of the population and the main industrial areas, Stalin asserted his control in eastern Europe and responded to the currency reform with the Berlin blockade. The West hit back with the airlift as in Source F.

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: Answers that recognise and explain several factors to do with overcoming the problem of law and order in specific detail. Answers at this level may begin to evaluate the importance of factor(s).** Candidates will support their answers using their own knowledge or other sources.

**7-9**

e.g. It can be argued that the Cold War was the result of two completely irreconcilable sets of **beliefs** - Communism and Capitalism which opposed each other. It is possible to argue, as Source B suggests, that the Cold War did not grow out of the end of World War 2 but that the origins of conflict began with the birth of Communism around 1917. At that time Britain and America tried to destroy the revolution for political and economic reasons. This caused resentment from the Russian Communists. For their part the western powers did not forget that Stalin had made a pact with Hitler which allowed Nazi armies to sweep westwards.

The fate and future of Germany had a vital part to play in American and Russian rivalry between 1945-1948. Both sides had economic motives that could be expressed through what would happen to their defeated enemy, but they had learned different lessons from history. Stalin needed to rebuild and he had a different attitude to Germany; he wanted **reparations** and insurance that **Germany** would not attack Russia again. The Americans as J and I suggest had supreme economic power and Truman wanted to reconstruct the world along a model that would permanently establish the Capitalist system. America and Truman had learned from the 1930s that appeasement had failed and that they did not wish to return to the Depression. America needed an economically strong Germany at the heart of Europe. The extent of this is shown in the commitment to the Berlin airlift which as Clay (F) confided was not practical but symbolic. Truman's position made him tough with Stalin. These powerful motives put the Russia and America on a collision course but that course need not have resulted in Cold War, had not **words and events** fostered suspicion and resentment. The cooperation of 1941-1945 shown in Source A began to wear thin over **Poland**. Churchill's Fulton speech reflected fears that he had voiced to Roosevelt at Yalta, as they began to realise Stalin's strategy to achieve post-war peace and prosperity. Russian Communist influence in East European countries such as Albania (1945), Poland (1947) and Czechoslovakia (1948) was matched step by step with America support for Greece and Turkey (1947) and then Berlin (1948). The Berlin Airlift (1948-1949) was the first major crisis of the Cold war and defined the elements of the future conflict. America used her economic might to express political principles, which is expressed in Source H ...

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:** **Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a balanced, integrated summary assessment about the factors involved or provide details of the links between factors.** Candidates will support their answers using their own knowledge or other sources. **10-12**

e.g. ...The Cold War was based on opposing ideologies and the political and economic systems they supported. Each believed it to be superior and was willing by force, if necessary, to secure and expand its influence. Each came to believe through the words and events of 1945-1947 that the other threatened its existence. The rivalry found several theatres in which to express itself for example in Poland, Germany, or Czechoslovakia. The rivalry is often portrayed as inevitable, but this over-simplifies the event; the development of Cold War rivalry owes much to the behaviour of Stalin and Truman whose political skill and consistency varied inversely to the strength of their countries.

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.