



GCSE HISTORY B

Unit 1

International Relations: Conflict and Peace in
the 20th Century

Mark scheme

91451

June 2015

V1 Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

Further copies of this mark scheme are available from aqa.org.uk

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 AQA.

- **Subject Content**

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

- **The Assessment Objectives (AOs)**

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

- **Levels of Response Marking Schemes**

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

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

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

B Question targets and Levels of response

- **Question targets**

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

- **Identification of Levels of response**

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

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

- **Placing an answer within a Level**

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

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

- **What is a sustained response?**

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

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

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

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

C Deciding on marks within a level

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

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

Consider whether the answer is:

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

• Note about indicative content

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

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

• Some things to remember

Mark positively at all times.

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

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

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

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

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

Do not use half marks.

D Some practical points

- **Answers in note form**

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

- **Diagrams, etc**

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

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

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

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

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

Make sure you identify such cases with an A (for alternative) in your sub-total, eg as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

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

0 1

Describe the international agreements made in the years 1890 to 1907 which Germany believed had encircled her.

[4 marks]

Target:	Description of key features and characteristics (AO1)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	Basic description ANY GENERAL RELEVANT COMMENT Eg France became friends with several countries.	1
Level 2:	EITHER Detailed description of limited aspects Eg develops one of the following: <ul style="list-style-type: none">• Franco-Russian Alliance 1893–94• geographic position of France and Russia in relation to Germany• secret nature of alliances leading to suspicions• Entente Cordiale 1904• Triple Entente 1907• Moroccan Crisis 1905–06 – effect on alliances – military conversations with GB etc. One accurate idea which goes beyond simple/general (2 marks). TWO for 3 marks. OR Limited description of a wider range of aspects Eg outline description of alliances with little accurate knowledge.	2-3
Level 3:	Detailed description of several aspects Eg at least two developed points mentioned in the first part of level 2. Or THREE accurate ideas on any point(s).	4

0 2

Source A is commenting on German actions towards Belgium in 1914.

Do you agree that Germany's actions towards Belgium were the main reasons that Britain joined the First World War?

Explain your answer by using the source **and your knowledge**.

[6 marks]

Target:	Use of knowledge and evaluation of source to reach a conclusion (AO1 2 marks, AO2 2 marks, AO3 2 marks)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	General response relying on source or learned response Eg describes source – shows Germany bullying Belgium; Belgium shown as a little boy, Germany as a man with sausages hanging out of his pocket etc. British so source is biased; cartoon so meant to amuse, not be accurate etc. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1
Level 2:	Uses general knowledge to agree/disagree with the source/gives simple evaluation of the source Eg shows some understanding of the cartoon and/or the German invasion of Belgium – makes inferences – meaning of NO THOROUGHFARE, German looks silly, Belgian figure brave and determined etc. OR makes simple comments on the provenance of the source: British cartoon so supporting Belgium etc. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	2-3
Level 3:	Agrees or disagrees either using source or own knowledge Eg EITHER Evaluation of provenance of source: eg explaining the motive/purpose/audience such as: British cartoon directed at the British people showing the unreasonable behaviour of Germany in an attempt to gain support for the war effort etc. OR Uses specific knowledge of the German attack on Belgium, the Schlieffen Plan, the neutrality of Belgium, Treaty of London, what brought GB into the war, how Belgium united the cabinet – could explain other reasons such as the threat of the German Navy; proximity of Belgium to GB; danger of one country dominating the continent etc. 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.	4-5

Level 4: Uses source and knowledge to reach conclusion

6

Both parts of level 3.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured with an appropriate form and style of writing. Specialist vocabulary is used effectively.

0 3

Which of the following causes was more responsible for the outbreak of war in Eastern Europe between Austria-Hungary and Serbia in 1914:

- the aims and actions of Serbia and the Black Hand
- the aims and actions of Austria-Hungary?

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

[10 marks]

Target: Analysis and explanation of events leading to causation (AO1 4 marks, AO2 6 marks)

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

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

Eg Gavrilo Princip was a member of the Black Hand and assassinated Franz Ferdinand.
Austria-Hungary wanted to control Serbia.
Austria-Hungary blamed Serbia for the assassination and declared war on them.
MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.

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

Level 2: EITHER **3-6**

Develops one cause
This starts with description at the bottom off the level, then explanation and assessment which focuses on the question

Eg describes the actions of Serbia/Black Hand – could be a description of the assassination.

Explanations could cover the results of the assassination, the ultimatum, why the Black Hand committed the crime, the role of Serbia in the assassination, could refer to the Bosnian Crisis etc.
Assesses how it led to the outbreak of war: would Serbia have done anything without Russian support? Was Serbia's response to the ultimatum conciliatory or not? Did Serbia want to challenge A/H in 1914 after Balkan Wars? etc.

Describes the actions of A/H.
Explanations could cover A/H's fears of Serbia and why they wanted to destroy them; growth of Serbia after the Balkan Wars; multinational nature of A/H; nature of the ultimatum etc.
Assesses how the aims and actions of A/H led to war – would they have acted without German support? Why did they make the ultimatum so unreasonable? Why did they not accept Serbia's reply etc.

Do not credit reference to the Schlieffen Plan and how the war spread to the West.

There could be a great deal of overlap between these two bullet points – make sure you award both if explanation or assessment cover both.

OR

Covers both with some development or explanation

This will involve description or explanation of both with no analysis or assessment and little focus on the question.

Description of both for 4 marks; standard explanation of both for 5 marks; good explanation of one and standard explanation of other for 6.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question or establishing some argument **7-9**

Eg an answer which explains both and supports the explanations with good depth and command of knowledge can be placed at the bottom of level 3.

Assesses the part played by Serbia in the outbreak of war and explains the role of A/H – 8 marks.

Assesses both and relates them to the outbreak of war – 9.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Balanced, well argued answer linking both parts, focused on the question **10**

Eg assesses both in depth and reaches a reasoned judgement.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured with an appropriate form and style of writing. Specialist vocabulary is used effectively.

0 4

Describe the peacekeeping powers of the League of Nations in 1920.

[4 marks]

Target: Description of key features and characteristics (AO1)

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

Level 1: Basic description

ANY GENERAL RELEVANT COMMENT

Eg wanted to reach peace by negotiation etc.

1

List of members (powers)

1

Level 2: EITHER

Detailed description of limited aspects

Eg develops one of the following:

- collective security
- moral sanctions
- economic sanctions
- military sanctions
- International Court of Justice etc.
- disarmament
- security council

One accurate idea which goes beyond simple/general (2 marks)

TWO for 3 marks.

OR

Limited description of a wider range of aspects

Eg outlines description of peacekeeping powers with little accurate knowledge.

2-3

Level 3: Detailed description of several aspects

Eg at least **two** developed points mentioned in the first part of level 2.

Or **THREE** accurate ideas on any point(s).

4

0 5

Source B is commenting on the response of the League of Nations to the Manchurian Crisis.

Do you agree that the main reason for Japan's success in the Manchurian Crisis was the attitude of Britain to the Crisis?

Explain your answer by using the source **and your knowledge**.

[6 marks]

Target:	Use of knowledge and evaluation of source to reach a conclusion (AO1 2 marks, AO2 2 marks, AO3 2 marks)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	General response relying on source or learned response Eg describes the source – shows Japan walking over the League of Nations, treating the League as a doormat etc.	1
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	Uses general knowledge to agree/disagree with the source/gives simple evaluation of the source Eg shows some understanding of the cartoon and/or its meaning makes inferences – trying to save face of League over Manchuria, Britain did not support sanctions; did not enforce decision of League; other reasons mentioned: no USA, no army etc. OR makes simple comments on the provenance of the source: British cartoon showing criticism of League etc.	2-3
***	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:	Agrees or disagrees either using source or own knowledge Eg EITHER Evaluation of provenance of source, eg explaining the motive/purpose/audience such as: British cartoon showing the public how the League has failed over Manchuria; blaming Britain's lack of action for the failure and trying to influence the government to support the League and not give in to the aggressors; etc. OR Uses specific knowledge of the Manchurian Crisis and how Britain influenced the actions of the League to deal with the invasion and how this led to the failure of the League – explains why GB did not want sanctions; why they would not support military sanctions (importance of fleet to GB etc); other reasons for failure of League over Manchuria: Lytton Commission and its results; excuses made for not imposing sanctions (saving face); importance of the absence of USSR and USA explained re economic and military sanctions.	4-5
	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: Uses source and knowledge to reach conclusion

6

Both parts of level 3.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured with an appropriate form and style of writing. Specialist vocabulary is used effectively.

0 6

Which leader was more satisfied by the terms of the Treaty of Versailles:

- Woodrow Wilson
- Georges Clemenceau?

You must refer to the aims of **both leaders** and the terms of the Treaty of Versailles when explaining your answer.

[10 marks]

Target: Analysis and explanation of events leading to causation (AO1 4 marks, AO2 6 marks)

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

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

Eg Woodrow Wilson wanted a fair peace; Clemenceau wanted revenge etc.

MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.

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

Level 2: EITHER **3-6**

Develops one cause

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

Eg describes Wilson's aims – the Fourteen Points.

Explanations could cover why Wilson's aims were so idealistic – only in war since 1917, fighting a crusade for a better world etc - or whether he achieved some of his aims by reference to a specific aim and using knowledge of the terms of the treaty to decide whether or not he achieved it eg he wanted Alsace Lorraine to be returned to France and it was etc.

Assesses by giving a balanced view of the success and failure of Wilson to achieve his aims by reference to the Treaty eg he achieved the restoration of Belgium, Alsace Lorraine, Poland etc. and the establishment of the League of Nations, but his idea of self-determination was impossible to fulfil with examples such as Danzig etc.

Describes Clemenceau's aims.

Explanations could cover why Clemenceau's aims were so harsh – cost and damage to France as war was fought mostly on French soil etc; or whether he achieved some of his aims by reference to a specific aim and using knowledge of the terms of the treaty to decide whether or not he achieved it eg he got back Alsace Lorraine; Germany was made to pay massive reparations etc.

Assesses by giving a balanced view of the success and failure of Clemenceau to achieve his aims by reference to the Treaty eg he had gained some security for France by Germany's military being reduced, the Rhineland being demilitarised and harsh reparations payments, but he did not obtain the break-up of Germany as it was left as one country with the potential to recover and challenge France

in the future etc.

OR

Covers both with some development or explanation

This will involve description or explanation of both with no analysis or assessment and little focus on the question.

Description of both for 4 marks; standard explanation of both for 5 marks; good explanation of one and standard explanation of other for 6.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question or establishing some argument. 7-9

Eg an answer which explains both and supports the explanations with good depth and command of knowledge can be placed at the bottom of level 3.

Assesses Clemenceau and explains Wilson's aims – 8 marks.

Assesses both – 9.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Balanced, well argued answer linking both parts, focused on the question. 10

Eg assesses both in depth and reaches a reasoned judgement.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured with an appropriate form and style of writing. Specialist vocabulary is used effectively.

0 7

Describe Hitler's aims in his foreign policy.

[4 marks]

Target: Description of key features and characteristics (AO1)

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

Level 1: Basic description

ANY GENERAL RELEVANT COMMENT

Eg Hitler wanted Germany to become great etc. **1**

Level 2: EITHER

Detailed description of limited aspects

Eg develops one of the following:

- to reverse the territorial settlement of Versailles - reward any specifics such as the remilitarisation of the Rhineland
- to undo the military restrictions of Versailles
- to unite all German speaking people – reward specifics such as Austria
- Lebensraum in the East – hatred of Slavs, communists etc.
- ***
- to go against the Treaty of Versailles.
- to oppose communism.
- to regain lost land.
- stopping reparations.

One accurate idea which goes beyond simple/general (2 marks).
TWO for 3 marks.

OR

Limited description of a wider range of aspects

Eg outline description of aims with little accurate knowledge.

Level 3: Detailed description of several aspects

Eg at least **two** developed points mentioned in the first part of level 2.
Or **THREE** accurate ideas on any point(s). **4**

0 8

Source C is commenting on the effect of the Munich Agreement.

Do you agree that peace in Europe was the main result of the Munich Agreement?

Explain your answer by using the source **and your knowledge**.

[6 marks]

Target:	Use of knowledge and evaluation of source to reach a conclusion (AO1 2 marks, AO2 2 marks, AO3 2 marks)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	General response relying on source or learned response Eg describes source – Chamberlain hailed as the peacemaker on his return from Munich; people had been preparing for war etc. British source so source is biased; reported so must be true etc.	1
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	Uses general knowledge to agree/disagree with the source/gives simple evaluation of the source Eg shows some understanding of the popularity of the Munich Agreement and the situation in Britain and the world before Chamberlain went to Munich; only kept peace for a year etc. *** general comment on appeasement- reward causes of appeasement at L2 unless linked to results; OR makes simple comments on the provenance of the source: generic evaluations of newspapers such as sensationalise issues; only one view; paper could be a pro government paper etc.	2-3
	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:	Agrees or disagrees either using source or own knowledge Eg EITHER Evaluation of provenance of source, eg explaining the motive/purpose/audience such as: British newspaper meant to show the popularity of appeasement to the people and to Chamberlain's opponents; to re-assure people that there would not be a war 'peace in our time'; to re-assure them that appeasement was working etc. OR Uses specific knowledge of the preparations that GB made for war pre Munich and fears of the public after the First World War and even more since publicity of Guernica; why there was expected to be peace after Munich – Chamberlain's view of Hitler's justified reasons for his actions and the fear of communism etc. Include Chamberlain's meeting with Hitler as part of Munich Agreement. *** Or other results – GB's continuing re-armament; collapse of Czechoslovakia in March 1939; effect on Hitler and his future policies leading to war in 1939 effect on Stalin etc. ***	4-5
	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: Uses source and knowledge to reach conclusion

6

Both parts of level 3.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured with an appropriate form and style of writing. Specialist vocabulary is used effectively.

0 9

Which of Hitler's actions was more responsible for the outbreak of the Second World War:

- the remilitarisation of the Rhineland, 1936
- the Nazi-Soviet Pact, 1939?

You must refer to **both bullet points** when explaining your answer.

[10 marks]

Target: **Analysis and explanation of events leading to causation (AO1 4 marks, AO2 6 marks)**

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

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

Eg Hitler sent troops into the Rhineland.
Hitler and Stalin made the Nazi-Soviet Pact.
Nazi-Soviet Pact led directly to war, Rhineland did not.
MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.

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

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

Develops one cause

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

Eg describes the remilitarisation and the defiance of the Treaty of Versailles.

Explanations could cover the extra confidence gained by Hitler from this event; why GB and France did not oppose – Abyssinian Crisis; 'his own back garden'; Versailles too harsh; French elections etc. Assesses the effect of Hitler gaining more confidence on his future policy and the outbreak of war – felt he would never be opposed and led to his expansion at the expense of Austria, Czechoslovakia and Poland leading to the Second World War – too weak to resist any opposition in 1936 – his own advice to his troops and the advice from his military and economic advisers that if there had been military resistance he would have lost and that economic sanctions would destroy Germany's economy etc.

Describes the terms of the Nazi-Soviet Pact.

Explanations could cover why Hitler and Stalin had signed it – ended danger of war on two fronts for Hitler; presumed he would not be opposed when he invaded Poland; Stalin needed time to prepare for an expected attack from Nazis; felt that GB and France were trying to push Hitler to the East (Austria, Munich, failure to reach an alliance in 1939); wanted to recover land lost previously to form Poland etc. Assesses the effect of this on the outbreak of war – the danger to Poland and linking this to Chamberlain's promise to defend Poland after the invasion of Czechoslovakia in March 1939 – invasion of Poland and outbreak of war.

OR

Covers both with some development or explanation

This will involve description or explanation of both with no analysis or assessment and little focus on the question

Description of both for 4 marks; standard explanation of both for 5 marks; good explanation of one and standard explanation of other for 6.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question or establishing some argument. 7-9

Eg an answer which explains both and supports the explanations with good depth and command of knowledge can be placed at the bottom of level 3.

Assesses the part played by Rhineland and explains the Nazi-Soviet Pact – 8 marks.

Assesses both and relates them to the outbreak of war – 9

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Balanced, well argued answer linking both parts, focused on the question. 10

Eg assesses both in depth and reaches a reasoned judgement.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured with an appropriate form and style of writing. Specialist vocabulary is used effectively.

1 0

Describe the part played by General MacArthur of the USA in the Korean War.

[4 marks]

Target: Description of key features and characteristics (AO1)

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

Level 1: Basic description **1**

ANY GENERAL RELEVANT COMMENT

Eg he led the army.

Level 2: EITHER **2-3**

Detailed description of limited aspects

Eg develops one of the following:

- led the UN force – 16 nations represented
- landed at Inchon
- drove N Koreans to retreat
- invaded N Korea
- took Pyongyang
- reached Yalu River
- wanted to use bomb – dismissed by Truman.

One accurate idea which goes beyond simple/general (2 marks)

TWO for 3 marks.

OR

Limited description of a wider range of aspects

Eg outline description of MacArthur's part with little accurate knowledge.

Level 3: Detailed description of several aspects **4**

Eg at least **two** developed points mentioned in the first part of level 2.

Or

THREE accurate ideas on any point(s).

1 1

Source D is commenting on the Soviet invasion of Hungary in 1956.

Do you agree that the main reason for the Soviet invasion of Hungary in 1956 was to restore order?

Explain your answer using the source **and your knowledge**.

[6 marks]

Target: Use of knowledge and evaluation of source to reach a conclusion (AO1 2 marks/AO2 2 marks/AO3 2 marks)

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

Level 1: General response relying on source or learned response **1**

Eg describes source – shows Soviet tanks going into Hungary. British so source is biased; cartoon so meant to amuse, not be accurate etc.

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

Level 2: Uses general knowledge to agree/disagree with the source/gives simple evaluation of the source **2-3**

Eg shows some understanding of the Hungarian Rising and the Soviet intervention to prevent a movement away from communism; makes inferences from the cartoon – use of policeman.
OR makes simple comments on the provenance of the source: British cartoon showing dissatisfaction with the Soviet invasion etc.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Agrees or disagrees either using source or own knowledge **4-5**

Eg

EITHER

Evaluation of provenance of source, eg explaining the motive/purpose/audience such as: British cartoon meant to ridicule and discredit Khrushchev and his claim that USSR was going in to restore order; placing it into context of Cold War and Khrushchev's ideas of destalinisation etc.

OR

Uses specific knowledge of the Hungarian Rising and why the Soviets intervened – could make reference to the riots in Hungary against Rakosi, pulling down of Stalin's statue etc leading to his resignation and replacement by Nagy to support idea of restoring order.

Could consider the rule of Nagy and how his reforms stopped the disorder but his attempt to leave the Warsaw Pact led to Soviet intervention; preservation of the Soviet buffer zone etc.

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: Uses source and knowledge to reach conclusion

6

Both parts of level 3.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured with an appropriate form and style of writing. Specialist vocabulary is used effectively.

1 2 Which was more responsible for the start of the Cold War:

- the Potsdam Conference, July 1945
- the dropping of the atomic bombs, August 1945?

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

[10 marks]

Target: Analysis and explanation of events leading to causation (AO1 4 marks/AO2 6 marks)

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

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

Eg the atom bomb was dropped on Hiroshima.
Atom bomb led to many deaths, Potsdam Conference just disagreements.
MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.

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

Level 2: EITHER Develops one cause 3-6

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

Eg describes the personnel and decisions reached at Potsdam.
Explanations could cover the change of personnel and how this affected the discussions; conflict over events in Poland, reparations and the recovery of Germany; no common enemy ideological differences etc.

Assesses why Potsdam led to the start of the Cold War – Soviet betrayal of what was agreed at Yalta re free elections, broken promises etc.

Describes the effects of the dropping of the atomic bombs on Japan.
Explanations could cover why the USA dropped the bomb; why it annoyed Stalin – not told in advance, excluded USSR from defeat of Japan started arms race etc.

Assesses the impact of atomic bomb on the start of the Cold War – Truman's secrecy and the supremacy of the USA as USSR did not have the bomb caused Stalin to be afraid and led to him expanding his influence in Eastern Europe and eventually blockading West Berlin.

OR

Covers both with some development or explanation

This will involve description or explanation of both with no analysis or assessment and little focus on the question.

Description of both for 4 marks; standard explanation of both for 5 marks; good explanation of one and standard explanation of other for 6.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question or establishing some argument **7-9**

Eg an answer which explains both and supports the explanations with good depth and command of knowledge can be placed at the bottom of level 3.

Assesses the part played by the bomb and explains the effect of Potsdam – 8 marks.

Assesses both and relates them to the outbreak of war – 9.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Balanced, well argued answer linking both parts, focused on the question **10**

Eg assesses both in depth and reaches a reasoned judgement.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured with an appropriate form and style of writing. Specialist vocabulary is used effectively.

1 3 Describe the main features of Détente in the 1970s.

[4 marks]

Target: Description of key features and characteristics (AO1)

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

Level 1: Basic description **1**

ANY GENERAL RELEVANT COMMENT
Eg USA and USSR became more friendly.

Level 2: EITHER **2-3**

Detailed description of limited aspects

Eg develops one of the following:

- meaning of Détente – relaxation of tension
- SALT 1 1972
- Helsinki Agreement 1975
- Nixon's visit to Moscow 1972
- Brezhnev's visit to Washington 1974
- trade links
- improved relations between the West and China – ping pong diplomacy
- ***
- SALT 2
- Reasons for Détente
- End of Détente.

One accurate idea which goes beyond simple/general (2 marks)
TWO for 3 marks.

OR

Limited description of a wider range of aspects

Eg outline description of Détente with little accurate knowledge.

Level 3: Detailed description of several aspects **4**

Eg at least **two** developed points mentioned in the first part of level 2.

Or

THREE accurate ideas on any point(s).

1 4

Source E is commenting on the shooting down of the U2 over the USSR in 1960.

Do you agree that the U2 incident was the main reason for the end of Khrushchev's policy of peaceful co-existence?

Explain your answer by using the source **and your knowledge**.

[6 marks]

Target: Use of knowledge and evaluation of source to reach a conclusion (AO1 2 marks/AO2 2 marks/AO3 2 marks)

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

Level 1: General response relying on source or learned response **1**

Eg describes source – shows bird being hit by a plane; leaders of main countries at bottom of hill etc.

British source so source is biased; cartoon so meant to amuse, not be accurate etc.

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

Level 2: Uses general knowledge to agree/disagree with the source/gives simple evaluation of the source **2-3**

Eg shows some understanding of the cartoon and/or the U2 Crisis or peaceful co-existence; makes inferences of aspects/meaning of cartoon such as the significance of the mountain, the fact that Khrushchev is on one side of the mountain to the others, U2 hitting dove of peace etc.

OR makes simple comments on the provenance of the source: British cartoon showing the problems facing the Paris Summit.

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: Agrees or disagrees either using source or own knowledge **4-5**

Eg

EITHER

Evaluation of provenance of source, eg explaining the motive/purpose/audience such as: British cartoon, is it criticising the USA? USSR? Or international relations in general? Purpose is to blame the U2 incident/USA? for causing the failure of the Paris Summit; to show Khrushchev's pleasure at propaganda victory.

OR

Uses specific knowledge of the U2 Incident and how it affected the Paris Summit; was Khrushchev's withdrawal genuine or was it contrived? Purpose of Paris Peace Conference – what was to be discussed? Argues that there were other reasons for failure of peaceful coexistence: Hungary; sputnik showing the limits of Khrushchev's meaning of peaceful coexistence, Berlin Wall marks the end of it, not U2 etc.

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: Uses source and knowledge to reach conclusion
Both parts of level 3.

6

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured with an appropriate form and style of writing. Specialist vocabulary is used effectively.

1 5 Which was the greater success for Khrushchev and the USSR:

- the building of the Berlin Wall, 1961
- the Cuban Missile Crisis, 1962?

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

[10 marks]

Target: Analysis and explanation of events leading to causation (AO1 4 marks/AO2 6 marks)

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

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

Eg the wall divided East and West Berlin.
Khrushchev backed down over missiles.
Wall a permanent division, missiles removed.
MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.

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

Level 2: EITHER 3-6

**Develops one cause
This starts with description at the bottom off the level, then explanation and assessment which focuses on the question**

Eg describes the building of the Berlin Wall
Explanations could cover why Khrushchev built the Wall – spies defectors; why there was no response from the West etc.

Assesses by giving a balanced view of the success of the Wall such as how it reduced defections without causing a war, beneficial to the economy of East Berlin etc, but pointing out the downside of this such as the propaganda aspect of the Wall.

Describes the events of the Cuban Missile Crisis.

Explanations could cover why the missiles were placed on Cuba – their danger to USA; why Khrushchev removed them etc.

Assesses by giving a balanced view of the success of Khrushchev in the Missile Crisis – success because he secured Cuba as a Communist country near to USA; praised by U Thant as a peacemaker and led to hotline, Test Ban Treaty etc; failure because the ships had turned round, he backed down and gave way to Kennedy's blockade and withdrew missiles from Cuba; led to opposition and dismissal in USSR shortly afterwards etc.

OR

**Covers both with some development or explanation
This will involve description or explanation of both with no analysis or assessment and little focus on the question.**

Description of both for 4 marks; standard explanation of both for 5 marks; good explanation of one and standard explanation of other for 6.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised

and presented in a clear and effective manner.

Level 3: A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question or establishing some argument **7-9**

Eg an answer which explains both and supports the explanations with good depth and command of knowledge can be placed at the bottom of level 3.

Assesses the part played by the Cuban Crisis and explains the effect of the Wall – 8 marks.

Assesses both – 9.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Balanced, well argued answer linking both parts, focused on the question **10**

Eg assesses both in depth and reaches a reasoned judgement.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured with an appropriate form and style of writing. Specialist vocabulary is used effectively.

1 6

Describe the response of the United Nations (UN) to the invasion of Kuwait by Iraq in the years 1990 to 1991.

[4 marks]

Target: Description of key features and characteristics (AO1)

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

Level 1: Basic description 1

ANY GENERAL RELEVANT COMMENT
Eg UN intervened.

Level 2: EITHER 2-3

Detailed description of limited aspects

Eg develops one of the following:

- unanimously condemned by all countries
- UN Security Council Resolution 660 condemned invasion and called for withdrawal
- UN sent in a coalition of troops led by USA and including 34 nations
- Operation Desert Storm – aerial bombardment followed by ground assault
- Iraq driven out of Kuwait
- Trade embargo
- Post war re Saddam etc
- Credit any relevant information after war.

One accurate idea which goes beyond simple/general (2 marks)
TWO for 3 marks.

OR

Limited description of a wider range of aspects

Eg outline description of UN action with little accurate knowledge.

Level 3: Detailed description of several aspects 4

Eg at least **two** developed points mentioned in the first part of level 2.

Or

THREE accurate ideas on any point(s).

1 7

Source F is commenting on the role of NATO and the UN in Kosovo in the 1990s. Do you agree the military actions of NATO and the UN were the main reasons for the success of Kosovo in its struggle for independence? Explain your answer using the source **and your knowledge**.

[6 marks]

Target: Use of knowledge and evaluation of source to reach a conclusion (AO1 2 marks/AO2 2 marks/AO3 2 marks)

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

Level 1: General response relying on source or learned response **1**

Eg describes source – NATO stepped in to prevent the bloodshed etc.

British source so source is biased etc.

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

Level 2: Uses general knowledge to agree/disagree with the source/gives simple evaluation of the source **2-3**

Eg shows some understanding of the situation in Kosovo what the war was about – UN observation mission, massacres etc.

OR makes simple comments on the provenance of the source: generic evaluations of reports, contemporary, favouring west etc.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Agrees or disagrees either using source or own knowledge **4-5**

Eg

EITHER

Evaluation of provenance of source, eg explaining the motive/purpose/audience such as: British report meant to put forward to the British public the strength of NATO and the UN as GB a member of NATO and welcomed a response because of the publication of massacres etc.

OR

Uses specific knowledge of the intervention of NATO and the UN in Kosovo – bombing campaign – UN mission etc.

Could examine other reasons for success: action of the KLA; atrocities, ethnic cleansing led to involvement of UN and NATO, humanitarian aid etc.

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: Uses source and knowledge to reach conclusion

6

Both parts of level 3.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured with an appropriate form and style of writing. Specialist vocabulary is used effectively.

1 8 Who was more important in causing the collapse of communism in Central and Eastern Europe:

- Lech Walesa, the leader of Solidarity in Poland
- President Reagan of the USA?

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

[10 marks]

Target: Analysis and explanation of events leading to causation (AO1 4 marks/AO2 6 marks)

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

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

Eg Solidarity was a trade union that wanted better working conditions.

Reagan believed that USSR was the 'evil Empire'.

Lech Walesa broke away from communism, Reagan made peace with USSR.

MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.

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

Level 2: EITHER 3-6
Develops one cause

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

Eg describes the work of Walesa and the progress of Solidarity. Explanations could cover why Solidarity became so popular in Poland; how Walesa became a world figure; elections of 1989 and why Solidarity was successful etc.

Assesses the contribution of Walesa and Solidarity to the end of communism – Walesa's strategy - how the emergence of democratic government in Poland led to the collapse of communism in other countries in Eastern Europe – Hungary, Czechoslovakia, East Germany and the break-up of the USSR etc.

Describes the policies of Reagan.

*** Explanations could cover Reagan's aims; the effect of Reagan's arms policy on the arms race and Soviet economy; his support for opponents of USSR in Afghanistan.

Assesses the contribution of Reagan to the end of communism – did he outspend USSR and this meant that the Red Army was weakened and they could not resist risings and enforce communism etc.? Effect of Reagan's policy on Soviet policy under Gorbachev and how this led to the collapse of Communism.

OR

Covers both with some development or explanation

This will involve description or explanation of both with no analysis or assessment and little focus on the question

Description of both for 4 marks; standard explanation of both for 5 marks; good explanation of one and standard explanation of other for 6.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question or establishing some argument **7-9**

Eg an answer which explains both and supports the explanations with good depth and command of knowledge can be placed at the bottom of level 3.

Assesses the part played by Reagan and explains the effect of Solidarity – 8 marks.

Assesses both and relates them to the collapse of communism – 9.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Balanced, well argued answer linking both parts, focused on the question **10**

Eg assesses both in depth and reaches a reasoned judgement.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured with an appropriate form and style of writing. Specialist vocabulary is used effectively.