



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 1
PERIOD STUDY 8

EUROPE IN AN AGE OF CONFLICT AND
CO-OPERATION, c. 1890-1991

2100UH0-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

UNIT 1
PERIOD STUDY 8
EUROPE IN AN AGE OF CONFLICT AND CO-OPERATION 1890-1991

MARK SCHEME

Section A

Marking guidance for examiners

Summary of assessment objectives for Section A

Section A questions assess assessment objective 1. The periods set in the question range between 20 and 40 years. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section A has two parts:

- Advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive, and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 1

NOTE: This content is not prescriptive, and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How far do you agree that the Locarno Treaty was the most successful international agreement in the period between 1919 and 1938?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case the extent to which the Locarno Treaty was the most successful international agreement in the period from 1919 to 1938. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate, and also relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the Locarno Treaty was the most successful international agreement in the period from 1919 to 1938. In order to reach a substantiated judgement about this issue, candidates may argue that the main guarantor of peace in the period was the Locarno Treaty and that for Britain and France it was the most successful agreement. The response might support this proposition by considering issues such as:

- The achievement of diplomatic stabilisation in Europe following Locarno. The consultative spirit of the League of Nations was accepted by all the major powers;
- The Locarno Agreements marked a fresh start after the bitterness of the immediate post-war years. The pace of international cooperation quickened, and the politics of reconciliation were reinforced;
- The Locarno Pact did not appear under threat in the period of prosperity between 1925 and 1929. It marked a final German acceptance of the Versailles system;
- It improved relations between Germany and the Western powers and held out the prospect of German membership of the League of Nations. It created a new atmosphere;
- It was a symbol of the new age of reconciliation and co-operation, and it was successful because it postponed the immediate problems facing international relations while at the same time relying on time to solve them;
- The Locarno Treaty was negotiated by Germany and not imposed.

Candidates will offer an analysis and evaluation of the extent to which the Locarno Treaty was the most successful international agreement in the period from 1919 to 1938. In order to reach a substantiated judgement about this issue, candidates may argue that the maintenance of the balance of power through the Locarno Treaty was a scenario that was never achieved, and other international treaties were more successful. The response might consider alternate factors such as:

- Locarno offered a temporary illusion of peace and stability and did not maintain the balance of power. It also left the issue of the eastern borders unresolved. However, the fragility and inadequacy of the stabilisation policies and agreements reveal an era of essentially doomed international hope and progress and led to significant international rivalries. There was continuing international confrontation and the principle of international disarmament was a major casualty of the early 1930s;

- The Treaty of Versailles was successful in serving the interests of Britain and France by limiting the future power of Germany, but in terms of the success of the Treaty, it created bitter resentments within Germany and a perpetual desire to undo its harsh terms;
- The establishment of the League of Nations and its concept of an international organisation that was able to rise above selfish motives and misunderstandings was a more successful agreement;
- In 1922, an agreement was reached between Russia and Germany, the so-called “outsiders” in international politics. It was a treaty of mutual self-interest that established diplomatic relations between the two powers and laid the foundations for commercial contracts and economic co-operation. This revealed that the Weimar Republic was beginning to adopt an independent line instead of being dictated to by the allies;
- The Treaty of Berlin (1926) extended the earlier relationship established at Rapallo. Both powers now agreed to remain neutral if either became involved in a war with a third country. Even more significant was Germany’s use of her special relationship with Russia as a means of evading the rearmament restrictions imposed by the Treaty of Versailles;
- The Kellogg-Briand Pact (1928) and the renunciation of war as an instrument of national policy. Although widely attacked for its apparent naivety, it was seen at the time as an important commitment to peace by the world’s leading powers;
- The Stresa Front (1935) provided the security for Italy to pursue its foreign policy aims and achieve her imperial destiny;
- Munich appeared to avert war in the eyes of Britain, but appeasement allowed Germany to justifiably pursue its foreign policy aims.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Locarno Treaty was the most successful international agreement in the period from 1919 to 1938.

INDICATIVE CONTENT FOR QUESTION 2

NOTE: This content is not prescriptive, and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

How effectively did Mussolini deal with opposition and resistance in Fascist Italy in the period between 1922 and 1943?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case how effectively Mussolini dealt with opposition and resistance in the period from 1922 to 1943. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate, and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the effectiveness of Mussolini in dealing with opposition in the period from 1922 to 1943. In order to reach a substantiated judgement about this issue, candidates may argue that between 1922 and 1943 all alternative opinions were excluded within Fascist Italy as Mussolini established his own personal dictatorship. The response might support this proposition by considering issues such as:

- Parliament: other political parties and the monarchy were effectively eliminated as real forces within Italian politics. The PNF was neutralised so that it did not provide an alternative power base for any rival to Mussolini;
- The Concordat, which effectively brought the Catholic Church within the Fascist regime in Italy;
- The king was never prepared to confront the Fascist regime because the alternative may well have led to chaos and the rise of socialism;
- The Acerbo Law and the Murder of Matteotti;
- By the end of 1926, Mussolini had removed two key areas of opposition to his rule. All deputies of the political opposition were expelled from Parliament, Mussolini was allowed to rule by decree, and the opposition press was reduced to silence;
- Mussolini healed Church–State relations with the Concordat of 1929 and the Lateran Treaties;
- Mussolini wooed the industrialists with new opportunities arising from expansion in Africa and the development of the Italian air force. The Fascists were careful not to alienate vested interests, and so resistance seemed pointless;
- OVRA was established to repress all anti-Fascist opposition;
- The Salò Republic, established in 1943, was against the traitors who had ousted him in July 1943.

Candidates might consider challenging the proposition in the question by arguing that opposition, dissatisfaction and resistance manifested itself in many different ways and that Mussolini's effectiveness in dealing with these varied. The response might consider issues such as:

- Even though Mussolini was a dictator a constitutional monarchy still remained in existence and the king had the right to dismiss Mussolini at any time. He did so in 1943;
- Church–State relations were not always cordial. A major rift developed in 1931 over Mussolini's attempt to ban Catholic Action, and again in 1938 over the introduction of the anti-Semitic laws;

- The Aventine Secession revealed the potential for opposition;
- The exiles, known as *fuorusciti*, smuggled anti-Fascist literature into Italy. The Fascists' attempt to censor the media was far from effective. They could not stop the Pope's encyclical of 1931;
- Growing public criticism of Fascist violence: intellectual criticism persisted throughout the period, note, for example Benedetto Croce;
- There were strikes and demonstrations against food shortages, notably in Turin in 1943;
- Ovla failed to intimidate the majority of the Italian people. Opposition groups existed, such as UNITA and Giusta e Liberta;
- There were several assassination attempts on Mussolini and there was a growing resistance movement against German occupation of the North.

Overall candidates will offer a debate and come to a substantiated judgement regarding the effectiveness of Mussolini in dealing with opposition and resistance in the period from 1922 to 1943.

Section B

Marking guidance for examiners

Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. The periods set in the question range between 40 and 80 years. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

The structure of the mark scheme

The mark scheme for Section B has two parts:

- Advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive, and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 1.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

INDICATIVE CONTENT FOR QUESTION 3

NOTE: This content is not prescriptive, and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

‘The most significant changes in Russia in the period between 1905 and 1945 came under Lenin.’ Discuss.

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case the extent to which the most significant changes in Russia in the period between 1905 and 1945 came under Lenin. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate, and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the most significant changes in Russia between 1905 and 1945 came under Lenin. In order to reach a substantiated judgement about this issue, candidates may argue that Lenin’s period in power led to significant changes between 1917 and 1924. The response might support this proposition by considering issues such as:

- Beset with both internal and external threats, Lenin and the Bolsheviks were engaged in a desperate struggle for survival. They had few preconceived plans and so were working from hand to mouth. By 1921, they were in serious trouble, facing peasant revolts, strikes, the Kronstadt Rising, economic distress and famine;
- Lenin had to make pragmatic decisions to ensure survival: he ended the war, introduced War Communism and the NEP;
- The Civil War was a formative influence on the development of the Bolshevik Party. Lenin had to learn how to govern in a period of disruption and chaos;
- The scale of the problems facing Lenin explains the extreme methods they adopted. The terror through the Cheka;
- The government became increasingly centralised under Lenin. The Communist Party became important at the expense of government institutions. The Soviet Union was a highly centralised one-party state;
- Lenin created the world’s first Communist State. Tsarism had been discarded as both a political and social system.

Candidates might consider challenging the proposition in the question by arguing that there were other significant changes between 1905 and 1945. The response might consider issues such as:

- In social and economic terms, Lenin had taken a backwards step and it was left to Stalin to accomplish a total social and economic revolution;
- The 1905 Revolution was the most concentrated outburst of domestic opposition to the Tsarist regime from the peasantry, the urban workforce and the educated middle classes. The reforms proposed a new power base for the Russian monarchy and were significant changes;
- There were attempts to introduce significant reforms in the period between 1905 and 1914, but these were interrupted by the First World War, which in turn led to a revolution. Opposition forces accused the government of treachery as well as incompetence. It undermined the loyalty of the army to Tsarism and polarised discontent with the regime;

- Stalin's emergence as the sole leader of Russia by 1929 had far greater significance and his rule brought far more significant changes. He launched radical economic policies that transformed the Soviet Union, creating a new industrial and agricultural landscape. This was a revolution from above instigated by Stalin and the Communist leadership. Totalitarian control was established, offering its people a mixed diet of terror and illusion.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the most significant changes in the period between 1905 and 1945 came under Lenin.

INDICATIVE CONTENT FOR QUESTION 4

NOTE: This content is not prescriptive, and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.

To what extent were economic issues the main influence on relations between the European powers in the period from 1945 to 1991?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which economic issues were the main influence on relations between the European powers in the period from 1945 to 1991. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate, and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which economic issues were the main influence on relations between the powers in the period from 1945 to 1991. In order to reach a substantiated judgement about this issue, candidates may argue that economic issues polarised differences between the European powers. The response might support this proposition by considering issues such as:

- The drive for European economic cooperation created new dimensions to pre-existing tensions. The nature of the western European economic crisis after 1945 influenced relations dramatically;
- The Schuman Plan and the European Coal and Steel Community proved to be a crucial breakthrough in influencing relations between the powers;
- The effects of the EEC and its extensions on the development of Western European industry and agriculture;
- The economic weakness of Europe after 1945 forced a US response. The European Recovery, or Marshall, Plan influenced great power relations because this appeared to threaten the Soviet Union and led to a process of “escalation”. Furthermore, Germany’s economic recovery would only take place as part of a general economic recovery of Western Europe;
- By the end of 1949; the pattern of economic and political development of Eastern Europe had been developed. The economies of Eastern Europe looked to the USSR rather than to the West as its main market.

Candidates might consider challenging the proposition in the question by arguing that economic issues were not the main influence on relations between the European powers. Tensions were caused by a range of other issues. The response might consider alternate factors such as:

- Soviet actions in post-war Europe were provocative and threatening. Stalin was mainly responsible for the breakdown of the Grand Alliance;
- The Soviet Union was keen on establishing a security screen in Eastern Europe that would probably require reliable Communist dictatorships in countries occupied by the Red Army in 1944–1945 as well as in similar buffer zones in the Far East;
- The USSR seemed keen on unlimited expansion as the leader of the Free World against a capitalist system that exploited the world. The international dimension of Soviet Communism meant that it was seen as a threat to non-communist states and heightened international tensions;

- As a result of the war against Germany, Stalin wanted a security screen of reliable governments on his border. This was not a simple case of Soviet expansion;
- The weakness of Britain and France after 1945 forced the US to take a more active role in European affairs;
- The Truman Doctrine and the policy of containment, alongside atomic diplomacy, contributed to the Cold War and the deterioration in East–West relations;
- The position of Germany within Europe was a central issue that influenced relations between the powers. Berlin was a key issue in East–West relations. The fact that the US supported the economic and military recovery of Germany increased international tensions because this was precisely the threat that the Soviet Union wanted to guard against. Throughout most of the Cold War Germany was a major issue until the tearing down of the Berlin Wall in 1989.
- Regional disputes influenced relations between the powers to a greater or lesser extent in the period: the Korean War; Vietnam; the Arab–Israeli conflict; and Afghanistan, all of which polarised support in one direction or another and led to tensions;
- The Cold War resulted from ideological differences that influenced relations between the powers.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which economic issues were the main influence on relations between the European powers in the period from 1945 to 1991.

UNIT 1: THE PERIOD STUDY MARK SCHEME FOR 2019

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be awarded to answers showing the appropriate characteristics.

Band 6 CHARACTERISTICS		<i>The response is fully focused on the exact key concept in the set question, covering the whole of set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
B6H	30	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing and substantiated judgement covering the whole of the set period.
B6S	27	The response engages with the key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and coherent essay with a convincing and substantiated judgement covering nearly all of the set period.
Band 5 CHARACTERISTICS		<i>The response is mainly focused on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
B5H	25	The response engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay. The essay will be analytical, evaluative and well written with a balanced and appropriate judgement covering most or all of the set period.
B5S	23	The response has a focus on debating the key concept set throughout most of the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering some or most of the set period.
B5C	21	The response begins to show some of the characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period]</i>

Band 4 CHARACTERISTICS		<i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
B4H	20	The response will feature some meaningful discussion of how and why the main developments, events or factors had an impact on the key concept in the set question over some or most of the period set. There will be an attempt at a balanced and supported judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept in the question set, often with a series of mini judgements. There may be an attempt to consider a series of developments, events or factors in relation to the key concept set over some or most of the period. There may well be some listing of developments and some drift.
Band 3 CHARACTERISTICS		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
B3H	15	The response is based on a series of assertions, developments or factors over the period rather than the key concept in the question set. The response does offer a limited but valid judgement.
B3S	13	The response tends to be in the form of a generalised, listing of developments and factors.
Band 2 CHARACTERISTICS		<i>The response is largely based on the TOPIC area and is descriptive.</i>
B2H	8	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
B2S	6	The response is a descriptive account of the developments and factors related to the topic area with no judgement attempted.
Band 1 CHARACTERISTICS		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the topic area.
B1S	3	The response is very brief and / or largely irrelevant to the concept set.
	0	Use for incorrect answers