

GCSE
HISTORY
8145/1B/C

Paper 1 Section B/ C:

Conflict and tension between East and West,
1945–1972

Mark scheme

June 2021

Version: 1.0 Final



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 Examiner.

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.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none">• Learners spell and punctuate with consistent accuracy• Learners use rules of grammar with effective control of meaning overall• Learners use a wide range of specialist terms as appropriate	4 marks
Intermediate performance	<ul style="list-style-type: none">• Learners spell and punctuate with considerable accuracy• Learners use rules of grammar with general control of meaning overall• Learners use a good range of specialist terms as appropriate	2–3 marks
Threshold performance	<ul style="list-style-type: none">• Learners spell and punctuate with reasonable accuracy• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall• Learners use a limited range of specialist terms as appropriate	1 mark
No marks awarded	<ul style="list-style-type: none">• The learner writes nothing• The learner's response does not relate to the question• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	1

Source A opposes the building of the Berlin Wall. How do you know?

Explain your answer using **Source A** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target Analyse sources contemporary to the period (AO3a)

Level 2: Developed analysis of source based on content and/or provenance 3–4

Students may progress from a simple analysis of the source with extended reasoning supported by factual knowledge and understanding related to the features of the source.

For example, the cartoon shows Khrushchev smiling in an innocent way but his words are backed up by weapons; once the wire had been put in place the border between East and West Berlin was closed. The cartoon is criticising the communists for needing to force people to stay.

Level 1: Simple analysis of source based on content and/or provenance 1–2

Students identify relevant features in the source and support them with simple factual knowledge and understanding.

For example, the cartoon shows that Khrushchev has put barbed wire and tanks in East Berlin. 1961 was the date the wall was built by the Communist government of East Germany.

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

0	2
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How useful are **Sources B** and **C** to an historian studying events in Czechoslovakia in 1968?

Explain your answer using **Sources B** and **C** and your contextual knowledge.

[12 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target

Analyse sources contemporary to the period (AO3a)
Evaluate sources and make substantiated judgements (AO3b)

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of sources (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

Level 4: Complex evaluation of both sources with sustained judgement based on content and provenance **10–12**

Students may progress from a developed evaluation of the sources by complex reasoning related to utility on the basis of content and provenance. They may evaluate the relationship between the sources based on analysis of provenance and contextual knowledge.

For example, the sources show that responsibility for the events in Czechoslovakia in 1968 extended beyond the USSR. The influence of the other communist countries is clear but so is the inaction of the West. Besides condemning the Soviet action using political cartoons such as Source C, the West took no action.

Level 3: Developed evaluation of sources based on the content and/or provenance **7–9**

Students may progress from a simple evaluation of the sources with extended reasoning related to utility on the basis of content and/or provenance.

For example, Source B is useful because it reveals the influence of other communist governments in the events surrounding the Prague Spring. The Warsaw Pact countries put diplomatic pressure on Dubcek to uphold communism throughout Eastern Europe. There were fears that the pressure to introduce reforms could spread to other communist countries and leave the Warsaw Pact weakened.

Source C illustrates how events in Czechoslovakia were viewed by the West. The strap line is mocking the Soviet government's justification for attacking; Dubcek had ordered people not to fight back against the Red Army. Despite this, protestors were killed and wounded; Dubcek was expelled, and a new hard-line government was set up in his place.

Level 2: Simple evaluation of source(s) based on content and/or provenance 4–6

Students may progress from a basic analysis of the source(s) to simple evaluation of the content and/or provenance.

For example, Source B is useful because it describes how the Czech people took control of the newspapers and this gave them freedom of speech.

Source C is useful because it shows the American criticism of Soviet brutality against unarmed civilians in Czechoslovakia.

Level 1: Basic analysis of sources(s) 1–3

Answers may show understanding/support for one or both sources, but the case is made by assertion/basic inference.

Students identify basic features which are valid about the sources and related to the enquiry point, for example, Source B says that Czechoslovakia no longer supports the Soviet Union.

Source C shows that the USSR has destroyed freedom in Czechoslovakia.

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

0	3

Write an account of how the Truman Doctrine affected relations between the USA and the USSR before 1949.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question** **7–8**

Extends Level 3.

Students may progress from a developed narrative of causation/consequence with complex sequencing and reasoning supported by a range of accurate and detailed factual knowledge and understanding which might be related, for example, to an analysis of how/why tension increased at different stages and /or showing understanding about how much each part of the sequence increased tension and led to a crisis.

For example, analysis of different consequences over time. The Truman Doctrine significantly affected Superpower relations because it was a confrontational declaration. The Truman Doctrine led to an escalation of tension and rivalry because it was a move away from ideological differences and hostility towards direct intervention in Europe by the USA. It was a threatening declaration that was followed up with concrete action.

Level 3: **Developed analysis of causation/consequence** **5–6**
Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple narrative of causation/consequence with developed sequencing and reasoning supported by a range of accurate factual knowledge and understanding which might be related, for example to an analysis of how/why tension increased at one stage in the process.

For example, the Truman Doctrine had a negative effect on relations between the USA and the USSR because it declared that America was prepared to use any means to contain communism. The USA provided money in the Marshall Plan to relieve poverty across the whole of Europe so that communism would be less appealing. This made Stalin retaliate by creating COMINFORM which united communist countries and gave Stalin greater control over them.

Level 2:	<p>Simple analysis of causation/consequence Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question</p> <p>Students may progress from a basic narrative of causation/consequence by showing a simple understanding of sequencing, supporting it with factual knowledge and understanding.</p> <p>For example, the Truman Doctrine promised to support any country that was threatened by Communism. This included providing money to rebuild damage caused during the war years.</p>	3–4
Level 1:	<p>Basic analysis of causation/consequence Answer is presented as general statements which demonstrates basic knowledge and understanding that is relevant to the question</p> <p>Students identify cause(s)/consequence(s) about the events such as President Truman wanted to stop Communism spreading to other countries.</p>	1–2
	<p>Students either submit no evidence or fail to address the question</p>	0

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0	4
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'The main reason for the development of the Cold War in the 1950s was the creation of NATO in 1949'

How far do you agree with this statement?

Explain your answer.

[16 marks]
[SPaG 4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target	Explain and analyse historical events and periods studied using second-order concepts (AO2:8) Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)	
Level 4:	<p>Complex explanation of stated factor and other factor(s) leading to a sustained judgement Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.</p> <p>Extends Level 3.</p> <p>Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by detailed factual knowledge and understanding to form a sustained judgement.</p> <p>For example, the creation of NATO was not the main reason for the development of the Cold War during the 1950s because it did not result in direct armed conflict. The alliance confirmed the ideological barrier between east and west. In contrast, other events presented a real physical threat such as the military conflicts in Asia and Eastern Europe.</p>	13–16

Level 3: Developed explanation of the stated factor and other factor(s) 9–12
Answer demonstrates a range of accurate knowledge and understanding
that is relevant to the question

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answer may suggest that one reason has greater merit.

Students may progress from a simple explanation of causation with developed reasoning supported by factual knowledge and understanding.

For example, the creation of NATO in 1949 made the Cold War develop because the USSR saw it as an act of aggression. Supported by American funding, it aimed to provide collective security by having a shared defence strategy. An attack on one member would be considered as an attack on all.

The war in Korea was also a reason for the development of the Cold War in the 1950s as the US and UN launched military action to prevent the spread of communism from the North of Korea to the South. The war lasted for three years.

Level 2: Simple explanation of stated factor or other factor(s) 5–8
Answer demonstrates specific knowledge and understanding that is
relevant to the question

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Answers arguing a preference for one judgement but with only basic explanation of another view will be marked at this level.

Students may progress from a basic explanation of causation by simple reasoning and supporting it with factual knowledge and understanding.

For example, the main reason for the development of the Cold War in the 1950s was the Hungarian Uprising. The USSR attacked Hungarian revolutionaries who wanted to be free from communist control. The USA criticised the brutality of the Soviet response.

Level 1: Basic explanation of one or more factors **1–4**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation of one or more factors.

Students may offer a basic explanation of the stated factor, such as NATO was a military alliance of Western countries against the USSR.

Students may offer basic explanations of other factor(s), for example, tension increased during the 1950s because of the war in Korea.

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

Spelling, punctuation and grammar

	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy Learners use rules of grammar with effective control of meaning overall Learners use a wide range of specialist terms as appropriate 	4 marks
Intermediate performance	<ul style="list-style-type: none"> Learners spell and punctuate with considerable accuracy Learners use rules of grammar with general control of meaning overall Learners use a good range of specialist terms as appropriate 	2–3 marks
Threshold performance	<ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall Learners use a limited range of specialist terms as appropriate 	1 mark
No marks awarded	<ul style="list-style-type: none"> The learner writes nothing The learner's response does not relate to the question The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0 marks