



**General Certificate of Secondary Education
2018**

History

Unit 2: The Cold War 1945–1991

Foundation Tier

[GHT21]

FRIDAY 8 JUNE, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked fairly. The mark schemes provide examiners with an indication of the nature candidates' responses likely to be worthy of credit. They also set out the apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

Assessment Objectives

Below are the assessment objectives for GCSE History.

Candidates must:

- recall, select, organise and communicate knowledge and understanding of history (AO1);
- demonstrate their understanding of the past through explanation and analysis of:
 - key concepts: causation, consequence, continuity, change and significance within an historical context; and
 - key features and characteristics of the periods studied and the relationships between them (AO2); and
- understand, analyse and evaluate:
 - source material as part of an historical enquiry; and
 - how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry (AO3).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **high performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

Assessment of spelling, punctuation and the accurate use of grammar

Spelling, punctuation and the accurate use of grammar is taken into account in assessing candidates’ responses to specific questions in Unit 2. The following guidance is provided to assist examiners:

- **threshold performance:** Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
- **intermediate performance:** Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
- **high performance:** Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

The detail given in this mark scheme is for **teacher guidance** and candidates are not expected to cover **every** point suggested.

AVAILABLE
MARKS

Section A

Answer **all** of this section.

1 This question is about how divisions over Germany affected relations between the USA and the USSR in the years 1945 to 1961.

(a) Study Source A.

Give **two** points from **Source A** to show how Germany was dealt with by the Allies at the end of World War Two.

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

Award **[0]** for responses not worthy of credit

Limited accurate reference to Source A **[1]**

Accurate reference to Source A **[2]**

Apply criteria for any **two** points:

- Source A shows that Germany was divided into four zones by the Allies at the end of World War Two
- Source A shows that Germany lost land in the east to Poland
- Source A shows that the city of Berlin was also divided into four zones.

[1] mark for each valid point

[1] mark for development of each valid point

Any other valid point

[4]

(b) Study Source B.

Give **three** reasons from **Source B** to explain Stalin's concerns about the actions of the USA in Germany and Berlin between 1945 and 1948.

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

Award **[0]** for responses not worthy of credit

Limited accurate reference to Source B **[1]**

Accurate reference to Source B **[2]**

Apply criteria for any **three** reasons:

- Stalin did not agree with the USA's belief that Germany had to be helped to recover after 1945
- He feared that the higher living standards which the Marshall Plan brought to the western zones of Germany and Berlin would cause discontent among those living under communist control
- Stalin was afraid that the different actions of the USA and the USSR might lead to protests in eastern Germany and East Berlin.

[1] mark for each valid reason

[1] mark for development of each valid reason

Any other valid point

[6]

(c) Study Source C.

How **useful** is **Source C** in explaining why the USSR blockaded Berlin in 1948?

Target AO1 and AO3: Recall of knowledge; understand, analyse and

evaluate source material as part of an historical enquiry.

AVAILABLE
MARKS

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[3])

A limited response which may only focus on the content of Source C. Little attempt will be made to address the issue of the utility of Source C. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[7])

Answers will begin to discuss the utility of Source C. Answers may comment on the fact that the author is a member of the Soviet government who would be well informed about the reasons for the USSR's decision to blockade Berlin in 1948. Candidates may explain that this makes the source very useful. They may comment on the date of the source. The author is interviewed in 1968, twenty years after the Blockade. Candidates may question whether the information given is accurate. They may use some of their own knowledge to develop these points. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([8]–[10])

Answers at this level will discuss the utility of Source C in greater detail. Candidates will use the source and their own knowledge in attempting to make a judgement as to the utility of Source C. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([7]) AO3

Some of the following points may be made:

- This is a very useful source because of the author, who was a member of the Soviet government at the time of the Berlin Blockade. He will have a very good knowledge of the reasons for the USSR's decision to blockade Berlin in 1948
- The author provides useful information to explain the USSR's decision, stating that they believed that the USA was trying to weaken the economy of eastern Germany. He also mentions the effect of US actions on the people of the East, who felt discontented. This would clearly cause problems for the USSR
- The author explains the USSR attitude to Berlin. They wanted to win the support of the people of West Berlin and unite the city under USSR control. To do this the USSR had to "drive the western powers completely out of the city of Berlin"
- However, while this is undoubtedly a very useful source it does have some limitations. The author is giving an interview in 1968, twenty years after the Blockade. His recall of the reasons may be incomplete. Also we do not know his motive in giving this interview.

Any other valid point

[10]

(d) Study Sources A, B, C and D

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MARKS

Using Sources **A, B, C** and **D** and **your own knowledge**, explain why there are different views of the actions of the USA and the USSR in Germany and Berlin between 1945 and 1961.

Target AO1, AO2 and AO3: Recall of knowledge; demonstrate understanding of the past through explanation and analysis; understand, analyse and evaluate how aspects of the past have been interpreted and represented in different ways.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[5])

At this level the response may be limited and at the lower end may not address the question. Answers may simply describe the view given in one of the sources but show little awareness of interpretation. At the top end of this level candidates may describe the views in two of the sources. Alternatively candidates may make limited reference to the sources and use limited own knowledge to give a weak generalised response. Explanation, if any, will be limited. Responses of this nature should be restricted to marks within the lower half of this level.

Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([6]–[10])

Answers at this level will show understanding of the different views given in two of the sources. At the upper end of this level they may display some awareness of why there are different views about the actions of the USA and the USSR in Germany and Berlin between 1945 and 1961. Answers may use some own knowledge to support their answer. Responses of this nature can access marks at the top end of this level.

Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([11]–[15])

Answers at this level will show a clear understanding of the different viewpoints in three or four of the sources and begin to offer some explanation of the reasons for these. Candidates at the top end of this level will make some use of their own knowledge to support their answers.

Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2 ([9]) AO3

Some of the following points may be made:

Source A

- **Source A** is a map, a factual source which allows us to see how the allies dealt with Germany when World War Two ended.

Source B

- **Source B** is the view of a modern historian, writing in 2009. It is a secondary source. The job of an historian is to give a factual and well-researched account of events. Here the historian explains their views of the actions of the USA and the USSR in Germany and Berlin between 1945 and 1961
- The historian tells us that the USA wanted to help Germany to recover from the war and introduced the Marshall Plan to bring this about. The Plan brought wealth to the western zones of both Germany and West Berlin
- We learn that Stalin was unhappy about the actions of the USA as he feared that the higher living standards which resulted would cause discontent among those living under communist control in the east. The policy of the USSR was very different. The USSR took resources from eastern Germany and from East Berlin to pay for its own economic recovery
- Candidates may use some of their own knowledge to develop some of the points above.

Source C

- **Source C** is the view of a member of the Soviet government. He will give the USSR’s view of the situation and will be critical of the USA
- In this source he is looking back at the events of 1948 and explaining the perspective of the USSR. The official states that the actions of the USA in West Berlin are intended to “weaken the economy of eastern Germany”. He accuses the USA of “causing discontent among the people in eastern Germany” by their actions
- The author explains that the USSR wanted to unite the city of Berlin and admits that they “wanted to drive the western powers completely out of the city of Berlin” and that “this was why they put the blockade in place”
- Candidates could use their own knowledge to explain the effects of this decision, for example the decision of the USA and its allies to organise an airlift to transport essential supplies to the people of West Berlin.

Source D

- **Source D** is the view of the President of the USA, John F Kennedy, therefore he will give the USA’s view of events
 - He is speaking in a television broadcast to the American people in July 1961. He states very clearly the USA’s attitude to West Berlin. He states that the USA intends to stay in West Berlin in order to defend the freedom of the two million people who live there
 - Kennedy is very critical of the USSR, saying that they want to deny freedom to the people
 - He promises that the USA will stay in West Berlin and will not allow the communists to drive them out
 - Candidates could use their own knowledge to explain that just one month after this broadcast, the USSR leader Khrushchev approved the building of the Berlin Wall, which cut off the East of the city from the West.
- Any other valid point [15]

AVAILABLE MARKS	
	35
Section A	35

Section B

AVAILABLE
MARKS

Answer **one** of the following questions from this section.

In both questions, up to **5 additional marks** may be awarded for spelling, punctuation and the accurate use of grammar.

2 Explain why tensions between the USA and the USSR increased between 1949 and 1962.

Use the following **three** paragraph headings to help you with your answer:

- **The USA's fears about the spread of Communism**
- **Reasons why the USA and the USSR became involved in Korea, 1950–1953**
- **Reasons for the tensions between the USA and the USSR over Cuba, 1959–1962**

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

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[4])

Answers at this level may use only one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies.

Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([5]–[9])

Answers will use at least two of the paragraph headings, perhaps with some omissions, but will offer a more informed explanation and analysis of why tensions between the USA and the USSR increased between 1949 and 1962. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([10]–[15])

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of why tensions between the USA and the USSR increased between 1949 and 1962.

Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([7]) AO1 ([8]) AO2

Some of the following points may be made:

AVAILABLE
MARKS

The USA's fears about the spread of Communism

- The loss of China to communism in 1949 with the victory of Mao Ze Dong in the Chinese Civil War was a blow for the USA. The USA had provided help to the Nationalists
- In 1950 the USSR and China signed a Treaty of Friendship. Cold War tensions shifted from Europe to Asia
- President Truman was under pressure in the USA for being weak on communism. Many Americans believed in the Domino Theory, that one country after another in Asia would fall to communism.

Reasons why the USA and the USSR became involved in Korea, 1950–1953

- The Truman Doctrine of 1947 committed the USA to contain communism and to help any country resisting 'armed minorities or outside pressures'
- In June 1950 North Korea invaded South Korea and within three months the South Korean army was pushed into a small area in the south called the Pusan Pocket. Kim Il Sung had asked Stalin for support. He reluctantly agreed and sent Soviet military advisors to help North Korea's invasion plans
- However, the USA believed that the invasion by North Korea was part of a USSR plan to control all of Asia. The USA used the United Nations, which was boycotted by the USSR, to provide military assistance to South Korea.

Reasons for the tensions between the USA and the USSR over Cuba, 1959–1962

- Cuba was 90 miles from the USA and there were close links between the two. Most of Cuba's trade was with the USA. This changed when Castro became leader
- Castro took over US companies and businesses in Cuba. This angered the US government and trade between the two countries declined. Castro turned to the USSR for help and by 1961 the USSR was Cuba's main trading partner. Castro then announced that Cuba was now a communist country
- The US government was alarmed and US President John F Kennedy approved the Bay of Pigs invasion to overthrow Castro. This was defeated by the Cuban Army but Castro feared further US attacks. The USSR agreed to send military help to Cuba and in 1962 they began to build nuclear missile bases on Cuba. This led to the Cuban Missile Crisis.

Any other valid point.

[15]

Assessment of spelling, punctuation and the accurate use of grammar.

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award **[0]** for responses not worthy of credit

Level 1 Threshold performance ([1])

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, candidates may use a limited range of specialist terms appropriately.

Level 2 Intermediate performance ([2]–[3])

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, candidates use a good range of specialist terms with facility.

Level 3 High performance ([4]–[5])

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision.

[5]

AVAILABLE
MARKS

20

3 Explain how relations between the USSR and Eastern Europe changed between 1968 and 1989.

Use the following **three** paragraph headings to help you with your answer:

- **Czechoslovakia and the Brezhnev Doctrine, 1968**
- **Gorbachev: Glasnost and Perestroika**
- **Events in Eastern Europe, 1985–1989**

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

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[4])

Answers at this level may use only one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies.

Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([5]–[9])

Answers will use at least two of the paragraph headings, perhaps with some omissions, but will offer a more informed explanation and analysis of the changes in the USSR's relations with Eastern Europe between 1968 and 1989.

Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([10]–[15])

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of the changes in the USSR's relations with Eastern Europe between 1968 and 1989.

Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([7]) AO1 ([8]) AO2

Some of the following points may be made:

Czechoslovakia and the Brezhnev Doctrine, 1968

- By 1968 there was growing discontent in Czechoslovakia, the most industrially-developed country in Eastern Europe, about Soviet control. The unpopular hard-line leader Novotny was replaced by Alexander Dubček, who announced a programme of economic and social reforms called the Prague Spring. He aimed to achieve 'Socialism with a human face' and reassured the USSR that Czechoslovakia wished to stay communist and remain in the Warsaw Pact
- Dubček's Prague Spring reforms worried Brezhnev, the Soviet leader, who feared that they would undermine the USSR's control over Eastern Europe.

Dubček continued with his programme of reform. In August 1968, Brezhnev ordered 400 000 Warsaw Pact soldiers to invade Czechoslovakia. The Czechs wished to avoid the bloodshed of the Hungarian uprising and offered only passive resistance. Dubček was summoned to Moscow and on 28 August, agreed to end the Prague Spring

- In November 1968, the Brezhnev Doctrine stated that countries in Eastern Europe had to remain communist and under Soviet control to ensure the security of the USSR and the Warsaw Pact. After 1968 Czechoslovakia was firmly in the USSR's sphere of influence.

Gorbachev: Glasnost and Perestroika

- A key development in the USSR's relations with Eastern Europe was the appointment of a new leader, Mikhail Gorbachev, in 1985. Gorbachev was determined to carry out reform. His two policies of Glasnost (openness) and Perestroika (economic reform) had a big impact on Soviet control over Eastern Europe
- Gorbachev wanted to reform the economy and political system in the USSR. He began to cut spending on defence and improved relations with the USA. Eastern Europe was no longer needed as a buffer zone.

Events in Eastern Europe, 1985–1989

- Gorbachev abandoned the Brezhnev Doctrine and in March 1985 he made it clear that communist governments in Eastern Europe would no longer be propped up by the Red Army. Gorbachev believed that each country in Eastern Europe should sort out its own problems
- There had been much resentment over political repression and economic decline in Eastern Europe during the Cold War. In 1989 the Communist Party lost control in many countries, beginning with Poland
- Free elections in Hungary and Czechoslovakia led to non-communist governments. For a time Romania, Bulgaria and East Germany stayed loyal to the USSR and communism. The sudden collapse of communist control in 1989, the 'year of miracles', led to the collapse of the Iron Curtain
- On 9 November 1989, thousands of demonstrators forced their way through checkpoints along the Berlin Wall. That night thousands, using pick axes and hammers, demolished large sections of the wall
- By 1989 the USSR's control over Eastern Europe had changed dramatically. Gorbachev's policies after 1985 resulted in the end of USSR control in 1989. Any other valid point. [15]

Assessment of spelling, punctuation and the accurate use of grammar.

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award **[0]** for responses not worthy of credit

Level 1 Threshold performance ([1])

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, candidates may use a limited range of specialist terms appropriately.

Level 2 Intermediate performance ([2]–[3])

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, candidates use a good range of specialist terms with facility.

Level 3 High performance ([4]–[5])

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision.

[5]

Section B

Total

**AVAILABLE
MARKS**

20

20

55