



**General Certificate of Secondary Education
2022**

History

Unit 2: Outline Study

[GHR21]

MONDAY 6 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which examiners should 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:

- AO1** demonstrate knowledge and understanding of the key features and characteristics of the period studied;
- AO2** explain and analyse historical events and periods studied using second-order historical concepts including continuity, change, cause, consequence, significance, similarity and difference;
- AO3** analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied; and
- AO4** analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

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 responses, 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 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

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 (QWC) is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These 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.

Instructions for examiners:

For questions which are assessed using three levels of response the following QWC descriptors are to be used:

Level 1

Writing communicates ideas using a limited range of historical terminology and shows 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

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

Level 3

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

For questions which are assessed using four levels of response the following QWC descriptors are to be used:

Level 1

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

Level 2

Writing communicates ideas using historical terms mostly accurately and shows some skills of selection and organisation of material in a structured way. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar mostly accurately.

Level 4

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

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

Section A

**AVAILABLE
MARKS**

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

1 What does **Source A** tell us about why the USA carried out the Berlin Airlift?

Target AO3: Analysis of sources.

Award **[0]** for no rewardable material

Level 1 ([1])

Answers at this level will include information extracted from Source A or paraphrased from Source A.

Level 2 ([2]–[3])

Answers at this level will begin to analyse the content of Source A and make use of it to show why the USA carried out the Berlin Airlift. For example, Source A shows us that the reason the USA carried out the airlift was because the USSR failed to recognise the USA’s strength in the air. They did not believe that the USA would airlift supplies to West Berlin in an attempt to break the blockade.

Level 3 ([4])

Answers at this level will fully analyse the content of Source A to show General Clay’s view of the actions of the USA to break the blockade. For example, Source A tells us that General Clay believed that the USSR was not convinced that the USA would airlift supplies to West Berlin to break the blockade and defend the people of West Berlin. The USA refused to be forced out of Berlin. General Clay believed that millions of Germans living in Berlin did not want to be forced to live under communist control.

Any other valid point

[4]

4

2 (a) Source B and Source C give different views about the Berlin Wall.

Explain **two** ways in which these views differ.

Target AO4: Analysis of interpretations.

Award **[0]** for no rewardable material

Award **[1]** for identifying a valid difference between Source B and Source C

Award **[2]** for identifying a valid difference between Source B and Source C with supporting evidence

Apply above criteria for **each** way

Any **two** ways:

- Source B refers to the wall as stopping 'East Berliners from escaping to West Berlin.' Source C refers to the barrier as protecting 'our State from the West'
- Source B refers to the wall 'causing great unrest'. Source C refers to the wall as making 'Europe more stable'
- Source C refers to the wall as preventing a Third World War. There is no mention of this in Source B

Any other valid point

(2 × [2])

[4]

(b) Explain one reason why the views in **Source B** and **Source C** are different.

Target AO4: Analysis of interpretations.

Award **[0]** for no rewardable material

Award **[1]** for identifying a valid difference why the views in Source B and Source C are different

For example, the views in Source B and Source C are different because they are written by different people from different sides in the Cold War.

Award **[2]** for identifying a valid difference why the views in Source B and Source C are different with supporting evidence

For example, the sources are different because they are different interpretations of the events in Berlin in 1961. Source B is the view of a British reporter who is reflecting on events in Berlin in 1961 from a Western perspective. Source C is the view of an East German politician who experienced events in East Berlin in 1961.

Any other valid point

[2]

6

- 3 How convincing is the view in **Source D** about the reasons for tension between the USA and the USSR over Berlin by 1961?

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

Target AO4: Analyse, evaluate and make substantiated judgements about interpretations.

Award **[0]** for no rewardable material

Level 1 ([1]–[2])

Answers at this level will show a limited response which will only focus on the content of Source D. Little attempt will be made to address the reasons for tension between the USA and the USSR over Berlin. Candidates may simply extract information from Source D which outlines one view about the reasons for tension between the USA and the USSR over Berlin by 1961.

Level 2 ([3]–[5])

Answers at this level will show limited knowledge or understanding of the view in Source D or challenge it. Candidates may only refer to the view that there was tension between the USA and the USSR over Berlin by 1961. Candidates can access the top mark in this level if they attempt to analyse and use Source D and some contextual knowledge to reach a limited judgement about how convincing they find the view.

Level 3 ([6]–[8])

Answers at this level will show a clear understanding of the view in Source D about the reasons for tension between the USA and the USSR over Berlin by 1961. At the top end of this level candidates will use their contextual knowledge to clearly analyse and explain how convincing they find the view. A substantiated judgement will be reached based on contextual knowledge and understanding.

Answers may include some of the following:

- In Source D the American historian says that ‘the USA and the USSR had different views about the future of Germany.’ This can be seen as convincing as both Germany and Berlin were divided into four allied (American, British, French and Russian) zones of occupation following World War II. The three western (American, British, French) allies joined their zones of occupation together for economic reasons and were democratic. The Soviet zones of occupation were communist
- In Source D the American historian says that ‘the USA poured money into western Germany and West Berlin to show the benefits of capitalism.’ This is convincing because following World War II Truman offered Marshall Aid to help European countries recover from war. West Berlin benefitted and recovered rapidly from the effects of war and it was in Berlin that the differences between capitalism and communism were most noticeable
- In Source D the American historian says that Stalin closed all ‘access routes to West Berlin in 1948 and 1949.’ This is convincing because Stalin tried to force the western allies out of Berlin by closing the main autobahn into West Berlin for repairs. Stalin also stopped all rail traffic between West Berlin and western Germany. As a result, West Berlin was surrounded by Soviet troops and cut off. The western allies responded by airlifting supplies to the people of West Berlin for almost a year
- In Source D the American historian says ‘the USA encouraged East

Germans to escape from the East to the “Golden West”.’ This is convincing because approximately two million people slipped through the Iron Curtain via West Berlin in search of a better lifestyle in the west and never returned. Khrushchev blamed the USA and in August 1961, ordered the building of the Berlin Wall to make a permanent division of the city to stop the loss of young professionals

Any other valid point

[8]

AVAILABLE
MARKS

8

- 4 How far do you agree with the view in **Source D** that both the USA and the USSR were to blame for tensions over Berlin from 1945 to 1961?

In your answer you **must** use **Sources B, C and D** and **use information of your own**.

Target AO1, AO2, and AO4: Demonstrate knowledge and understanding of the key features, explain and analyse historical events and periods studied using second-order historical concepts: causation, analyse and evaluate interpretations.

Award **[0]** for no rewardable material

Level 1 ([1]–[4])

Answers will offer a vague general account of the content of Sources B, C and D with little attempt to address the question and limited analysis of only one or two sources. Little attempt will be made to address the view in Source D or the views in Sources B and C. There will be limited or no own knowledge to support the answer and no judgement reached or the judgement will be unsubstantiated.

Level 2 ([5]–[8])

Answers will begin to use the content of Sources B, C and D and describe and analyse the views given in at least two of the sources. There will be some limited own knowledge. An attempt will be made to address the view in Source D that both the USA and the USSR were to blame for tensions over Berlin from 1945 to 1961. A limited judgement will be made.

Level 3 ([9]–[12])

Answers at this level will show an understanding of the different views given in Sources B, C and D. Candidates will begin to explain the view in Source D that both the USA and the USSR were to blame for tensions over Berlin from 1945 to 1961. They will include some of their own knowledge to support their answer and may begin to explore the reasons for the different views about tensions over Berlin. Responses of this nature can access the top end of this level. A developed judgement will be reached.

Level 4 ([13]–[16])

Answers at this level will show a clear understanding of the different viewpoints in Sources B, C and D and offer valid explanations for these. Candidates at the top end of this level will make substantiated judgement based on their own knowledge and understanding.

Answers may include some of the following:

- Source D is the view of an American historian who gives a balanced view of the causes of tension. This is an objective view written in 2009. He argues that the USA was to blame as it poured money into West Berlin to 'show the benefits of capitalism.' The USSR was also to blame as Stalin responded aggressively by closing access routes and this led to the Berlin Blockade. Most of all, in the city of Berlin people living in East Berlin could see that the people of West Berlin had a higher standard of living. This resulted in many highly skilled workers leaving the east to go west, with approximately 2 million escaping in the 1950s never to return. The USSR felt threatened and Khrushchev 'blamed the USA'

- Source B is the view of a British reporter who has an anti-Soviet viewpoint. He states that East German soldiers sealed the 'city with barbed wire'. The reporter explains that the barrier was to stop East Berliners from escaping to West Berlin which was more prosperous. On 13 August the East German police sealed all crossing points and overnight people lost their jobs and families were separated. The barbed wire was quickly replaced with a wall, which became a permanent division in the city, a symbol of oppression and a reminder of the Iron Curtain that divided Europe. Source B does not agree that the USA was to blame for the tensions over Berlin. Source B suggests that the USSR was to blame
- Source C is the view of an East German politician who was sympathetic to the USSR and claims that the barrier/Berlin Wall was built to 'protect our State from the West'. Khrushchev gave the order for genuine reasons. He wanted to stop the loss of highly-skilled workers to western Europe and to stop the tension this caused. After the wall was built those who attempted to cross it without permission ran the risk of being shot by the guards that patrolled the wall. As a result, people travelling to western Europe dwindled in number. Khrushchev also wanted to build the wall to close the hole in the Iron Curtain and keep all countries in Eastern Europe in the Warsaw Pact and firmly under Soviet control. Source C suggests that the USA was to blame for the tension over Berlin between 1945 to 1961
- Overall, candidates could agree with the view that both were to blame for tensions over Berlin. Candidates could argue that either the USA or the USSR were to blame

Any other valid point

[16]

**AVAILABLE
MARKS**

16

Section A

34

Section B

**AVAILABLE
MARKS**

5 Describe **two** reasons for the invasion of Iraq in 2003.

Target AO1: Demonstrate knowledge and understanding of the key features.

Award **[0]** for no rewardable material

Able to identify **one** reason with limited description **[1]**

For example, the West wanted to secure Iraq's oil reserves for themselves.

Able to identify **one** reason with detailed description **[2]**

For example, leaders in the West, notably Tony Blair, and George W. Bush believed Saddam Hussein was building up weapons of mass destruction (WMD) – chemical, biological and nuclear weapons.

Apply criteria to each reason

Any other valid point

(2 × [2])

[4]

4

- 6 (a) Why did the USA try to stop the spread of communism outside of Europe between 1950 and 1964?

AVAILABLE
MARKS

Use the following guidelines in your answer. You **must** also use information of your own.

- Korea, 1950–1953
- Vietnam, 1954–1964
- Cuba, 1959–1962

Target AO1 and AO2: Demonstrate knowledge and understanding of the key features to explain and analyse historical events and periods studied using second order historical concepts: causation/continuity/significance.

Award **[0]** for no rewardable material

Level 1 ([1]–[5])

Answers at this level may use only one of the guidelines 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 shows basic 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]–[11])

Answers will use at least two of the guidelines, perhaps with some omissions, but will offer a more informed explanation and some analysis of why the USA tried to stop the spread of communism outside of Europe between 1950 and 1964.

Writing communicates ideas using historical terms mostly accurately and shows some skills of selection and organisation of material in a structured way. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([12]–[17])

Answers will use all of the guidelines and include more detail to provide a clear explanation and analysis of why the USA tried to stop the spread of communism outside of Europe between 1950 and 1964.

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar mostly accurately.

Level 4 ([18]–[22])

Answers will use all of the guidelines and will provide a clear and full explanation of why the USA tried to stop the spread of communism outside of Europe between 1950 and 1964. Analysis will be focused on the question, with accurate detail throughout.

Writing communicates ideas effectively, using a range of precisely-selected historical terms, and organises information clearly and coherently.

Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

AVAILABLE
MARKS

Answers may include some of the following:

Korea, 1950–1953

- In 1948 Korea had been divided on Cold War lines along the 38th parallel. The USA supported the government of Syngman Rhee in the south and the USSR supported the communist leader, Kim Il Sung, in the north
- In June 1950, Kim Il Sung invaded South Korea and quickly took control of most of Korea. The USA blamed Stalin and the USSR and the focus of the Cold War moved to Asia
- President Truman said the Truman Doctrine applied to Asia, and using the United Nations as a front, sent troops and supplies to help South Korea. The USA had the support of the United Nations, which was boycotted by the USSR
- The USA tried to follow the more ambitious policy of ‘Roll Back’ and invaded North Korea. The entry of China and the USSR’s development of the atom bomb prevented Truman from achieving this and the USA had to settle for containment

Vietnam, 1954–1964

- Between 1950 and 1954 the USA gave financial aid to France to help regain its empire in French Indochina. In 1954 after the defeat at Dien Bien Phu, Vietnam was divided along the 17th parallel
- After 1954, the USA gave financial, economic and military help to President Diem and the government of South Vietnam against the communist Vietcong led by Ho Chi Minh
- The North Vietnamese attack on a US warship in the Gulf of Tonkin in August 1964 led to direct involvement of the USA in Vietnam
- As in Korea, the USA saw the possibility of the domino theory coming into play; if Vietnam fell to communism, then neighbouring countries might follow suit

Cuba, 1959–1962

- At the beginning of 1959, Cuba had close links with the USA. Cuba exported sugar and cigars to the USA and American companies controlled most of Cuba’s industry. In 1959, Fidel Castro overthrew Batista to take power. He was a nationalist who wanted Cuba to be independent from other countries
- Castro began to nationalise Cuban industries, many of which were owned by US businessmen. This upset the American government. US hostility to Cuba grew and trade between the two countries declined. Castro turned to the USSR for help. Soon the USSR was Cuba’s main trading partner, and in 1961, Castro announced that he had become a communist
- The US government, led by President Kennedy, was alarmed by developments in Cuba. Kennedy approved a CIA operation to invade Cuba using anti-Castro Cuban exiles. The Bay of Pigs invasion was a disaster. Its main effect was to drive Castro closer to the USSR. Khrushchev sent weapons and troops to help Cuba. The USA regarded this as a threat

- By August 1962, the USSR was sending equipment required to build nuclear missile bases in Cuba. US intelligence services discovered this in October 1962. Kennedy was determined to take action to stop the threat posed by the communist USSR

Any other valid point

[22]

- (b) Why and how did the USSR face challenges to its control over Eastern Europe by 1968?

Use the following guidelines in your answer. You **must** also use information of your own.

- Khrushchev and the response of the USSR to Eastern Europe, 1955–1956
- Hungary, 1956
- Czechoslovakia, 1968

Target AO1 and AO2: Demonstrate knowledge and understanding of the key features to explain and analyse historical events and periods studied using second order historical concepts: causation/continuity/change.

Award **[0]** for no rewardable material

Level 1 ([1]–[5])

Answers at this level may use only one of the guidelines 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 shows basic 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]–[11])

Answers will use at least two of the guidelines, perhaps with some omissions, but will offer a more informed explanation and some analysis of why and how the USSR faced challenges to its control over Eastern Europe by 1968.

Writing communicates ideas using historical terms mostly accurately and shows some skills of selection and organisation of material in a structured way. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([12]–[17])

Answers will use all of the guidelines and include more detail to provide a clear explanation and analysis of why and how the USSR faced challenges to its control over Eastern Europe by 1968.

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar mostly accurately.

Level 4 ([18]–[22])

Answers will use all of the guidelines and will provide a clear and full explanation of why and how the USSR faced challenges to its control over Eastern Europe by 1968. Analysis will be focused on the question, with accurate detail throughout.

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

Answers may include some of the following:

Khrushchev and the response of the USSR to Eastern Europe, 1955–1956

- Khrushchev emerged as the new leader of the USSR in 1955. He was determined to carry out political and economic reform
- He denounced Stalin in the ‘secret speech’ to the Congress of the Communist Party in 1956 and released thousands of political prisoners. This was welcomed in Eastern Europe and the West as a sign of a thaw in the Cold War
- Khrushchev was determined to retain control of Eastern Europe, believing that this was essential to maintain the security of the USSR
- In 1956, protests in Poland against strict Soviet control and demands for political reform were defused with a programme of reform under Gomulka. He reassured Khrushchev that Poland would remain in the Warsaw Pact

Hungary, 1956

- From 1948, Hungary was ruled by a pro-Stalin dictator called Rakosi. In 1956 popular unrest in Hungary resulted in his removal. This gave hope to Hungarians looking for freedom from Soviet control. In October 1956, a more popular communist leader, Imre Nagy was appointed. Nagy believed that Khrushchev was not as strict as Stalin
- On 1 November Nagy announced free elections and declared that Hungary would leave the Warsaw Pact and become a neutral country. Radio Free Europe promised western support for the rebels
- Khrushchev was determined to keep control over Hungary. He would not allow it to leave the Soviet bloc. 6000 tanks were sent into Hungary
- Fierce fighting in Budapest from 4 to the 14 November 1956 resulted in the deaths of thousands. 200 000 Hungarians fled and the rebels were defeated. Nagy was executed and a pro-Soviet government, led by Kadar, was imposed

Czechoslovakia, 1968

- Khrushchev’s successor, Brezhnev was also determined to retain Soviet control over Eastern Europe. When economic problems and dissatisfaction with censorship in Czechoslovakia led to political protest in early 1968, Brezhnev was worried
- The unpopular Czech leader, Novotny, was replaced by a new leader, Alexander Dubček, who wanted to introduce modest political and economic reforms. These reforms were known as ‘the Prague Spring’. He called his reforms ‘socialism with a human face’. Dubček wanted to hold free elections and reduce censorship. He was a committed

communist who wanted Czechoslovakia to remain in the Soviet sphere of influence and in the Warsaw Pact

- Brezhnev expressed concern about these reforms. He feared that other countries in Eastern Europe would demand greater freedom and the USSR's sphere of influence in Eastern Europe would be undermined. On 20 August 1968, 400 000 troops from the USSR and other Warsaw Pact countries invaded Czechoslovakia to 'restore order'
- Dubček encouraged the Czechs to adopt a policy of passive resistance to avoid open conflict and bloodshed. Soviet control was reasserted, and Dubček was removed from power

Any other valid point

[22]

Section B

Total

**AVAILABLE
MARKS**

22

26

60

Sources

Source A.....Adapted from the transcript "Berlin Airlift, General Clay Speaks 1948/10/21" Universal Newsreels
<https://youtu.be/zjIMi3ofn1>

Source B.....Adapted from "50th anniversary of the Berlin Wall" by Jason Rodrigues, Lauren Niland, 15 August 2011.
© Guardian News <https://www.theguardian.com/world/from-the-archive-blog/2011/aug/15/germany-berlinwall-1961-archive>

Source C.....Adapted from "Chronicle 1989" © Chronik Der Mauer

Source D.....Adapted from "CCEA GCSE History Third Edition" (9781471889721) By Finbar Madden and John Clare, 2017
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