



**General Certificate of Secondary Education
2023**

History

Unit 2: Outline Study

[GHR21]

WEDNESDAY 7 JUNE, AFTERNOON

**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.

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 the attitude of Nikita Khrushchev to Stalin’s actions in Eastern Europe?

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 Khrushchev’s attitude to Stalin’s actions in Eastern Europe. For example, in Source A it appears that Khrushchev is attacking the legacy of Stalin. He describes him as a ‘suspicious man’ who had many enemies.

Level 3 ([4])

Answers at this level will fully analyse the content of Source A to show Khrushchev’s attitude to Stalin’s actions in Eastern Europe. For example, Source A tells us that Khrushchev disagreed with the methods and actions of Stalin. These methods and actions were used to ensure that people supported Stalin. Khrushchev suggests that Stalin dealt with his enemies, but also those who had committed no crime against Stalin, his party, or the USSR.

Any other valid point [4]

4

2 (a) **Source B** and **Source C** give different views about events in Hungary in 1956.

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 mentions the thousands who were killed and hundreds who left Hungary in 1956. There is no reference to this in Source C
- Source B states that before the uprising 'living standards were low'. Source C states that 'everyone had work, everyone could learn, and all people had opportunities
- Source B refers to how 'in 1956 Hungary was fighting for freedom and survival'. Source C refers to the 'benefits of communist rule'

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 reason 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 reason 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 Hungary in 1956.

Source B is from the President of Hungary whose family supported the uprising of 1956. Source C is the view of the leader of the communist party in Hungary who is reflecting on events in Hungary in 1956 based on experiences of his family.

Any other valid point

[2]

AVAILABLE
MARKS

6

- 3 How convincing is the view in **Source D** about the reasons for Brezhnev's response to events in Czechoslovakia in 1968?

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 Brezhnev's response to events in Czechoslovakia in 1968.

Candidates may simply extract information from Source D which outlines one view about the reasons for Brezhnev's response to events in Czechoslovakia in 1968.

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 refer to the view that if Brezhnev allowed reform in Czechoslovakia, then other countries would have also wanted to reform.

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 Brezhnev's response to events in Czechoslovakia in 1968.

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 historian says that Brezhnev could not allow reforms in Czechoslovakia as 'other satellite states would also want reform'. This could be seen as convincing as events in 1956 in Hungary and from 1959 to 1961 in Berlin indicated that there was a desire for reform in Eastern Europe
- In Source D the historian says that change would 'threaten communism' in Europe. This may not be convincing. Dubček wanted Czechoslovakia to remain communist, but he also knew that if that were to happen reforms would have to be carried out to achieve 'socialism with a human face'
- In Source D the historian says that by 1968 'countries behind the Iron Curtain had terrible living standards.' This is convincing because by 1968 Czechoslovakia had witnessed a series of demonstrations due to the lack of civil rights and the poor standard of living that had resulted from two decades of communist rule. The Czechoslovak economy was in recession and the Czechs resented the fact that industrial products were being exported to the USSR whilst they were in poverty
- The historian in Source D makes reference to communist leaders not wanting change as 'too much was at risk'. This is convincing as many communist leaders enjoyed higher living standards and if there was any dissatisfaction regarding their policies they were removed from office. This

had happened to Khrushchev in 1964 and the appointment of a more hard-line replacement Brezhnev was a warning to communist countries

Any other valid point

[8]

**AVAILABLE
MARKS**

8

- 4 How far do you agree with the view in **Source D** that “countries behind the Iron Curtain had terrible living standards by 1968 but the USSR would not allow change”?

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 “countries behind the Iron Curtain had terrible living standards by 1968 but the USSR would not allow change.” 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 “countries behind the Iron Curtain had terrible living standards by 1968 but the USSR would not allow change.” They will include some of their own knowledge to support their answer and further explore the reasons for the different views about why there were terrible living standards behind the Iron Curtain by 1968. 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 a substantiated judgement based on their own knowledge and understanding.

Answers may include some of the following:

- Source D is the view of a modern historian who argues that “countries behind the Iron Curtain had terrible living standards by 1968 but the USSR would not allow change”. The historian argues that ‘change would threaten communism’. Since 1948, the Communist government in Czechoslovakia had been a loyal supporter of the USSR. However, by the 1960s there was growing discontent mainly due to inflation, food shortages and falling living standards. Czech students were resentful of the restrictions on freedom by 1968. Source D states that ‘if any communist country tried to make capitalist reforms, other countries in Eastern Europe would send in troops.’ This was

- what Brezhnev would outline in the Brezhnev Doctrine of 1968
- Source B is the view of the Hungarian President speaking in 2006. His family supported the uprising of 1956 and witnessed these events. He argues that Hungary was ‘fighting for freedom and survival’ in 1956. He states that ‘before the uprising living standards were low and food which we produced was sent to the USSR’. This agrees with the statement that ‘countries behind the Iron Curtain had terrible living standards.’ In 1956 Hungary was poor, yet much of the food and goods it produced were sent to the USSR. Hungarians were also very patriotic, and they hated Soviet control. Source B goes further when the author states that ‘thousands were killed and hundreds more left’. This would suggest that the “USSR would not allow change”. There were up to 30 000 deaths and 250 000 fleeing westwards following events in 1956. However, there is a suggestion in Source B that events in Hungary left a ‘dent in the pride of the USSR’
 - Source C offers an alternative view from the leader of the Communist Party in Hungary. He states that communism is a ‘good system’ where ‘everyone had work’, could learn and had opportunities. The author emphasises the ‘benefits of communist rule’. There is reference made to ‘some mistakes’ and ‘people ending up in jails’, hinting at the USSR system of oppression and how they would not allow change. The system of government included censorship, vicious secret police, and control of education and religion
 - Overall candidates could argue that living standards were low in countries behind the Iron Curtain including Poland, Hungary, East Germany and Czechoslovakia. Candidates could further identify that whilst attempts were made to reform in 1956 and 1968 that the iron grip of the USSR remained firm and that puppet leaders were installed in satellite states to maintain control

Any other valid point

[16]

16

Section A

34

**AVAILABLE
MARKS**

Section B

**AVAILABLE
MARKS**

5 Describe **two** reasons for the September 11 attacks in 2001.

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 9/11 attacks were a strike against western power.

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

For example, the attacks formed part of Al-Qaeda's jihad, or holy war, against the non-Muslim west. The USA had sent American troops to Afghanistan during the Soviet-Afghan war and this was a grievance which had to be avenged.

Apply criteria to each reason

Any other valid point

(2 × [2])

[4]

4

- 6 (a) Explain how events in Europe affected relations between the USA and the USSR between 1945 and 1949.

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MARKS

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

- The USSR's fears and the Iron Curtain
- The USA's fears: The Truman Doctrine and the Marshall Plan
- The Berlin Blockade and the Berlin Airlift, 1948 to 1949

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/consequence/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 how events in Europe affected relations between the USA and the USSR between 1945 and 1949.

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 the guidelines and include more detail to provide a clear explanation and analysis of how events in Europe affected relations between the USA and the USSR between 1945 and 1949.

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 how events in Europe affected relations between the USA and the USSR between 1945 and 1949. 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:

The USSR's fears and the Iron Curtain

- Stalin was very concerned about the USSR's future security at the end of World War Two and was determined to prevent another attack on the USSR by Germany as more than 20 million Russians were killed in World War Two. In February 1945 at Yalta, the Allied leaders failed to reach agreement on the future of Germany. Germany was to be divided into four zones and the capital Berlin, in the Russian zone, divided into four sectors. This arrangement was confirmed at a conference at Potsdam in July 1945
- The development of the atom bomb by the USA and a lack of trust between Truman and Stalin weakened relations. Stalin was determined to make Eastern Europe a Russian sphere of influence and a buffer zone against a future German invasion. The USSR was in a strong position in 1945 as its army of six million remained in Eastern Europe
- Stalin was determined to establish a buffer zone between the USSR and Germany to provide the USSR with security. The only guarantee of security for Stalin was to make the countries of Eastern Europe communist. Opponents of communism were imprisoned or killed, elections rigged and voters intimidated. Only politicians loyal to Stalin were appointed. By 1948 communist governments controlled large parts of Eastern Europe

The USA's fears: The Truman Doctrine and the Marshall Plan

- The division between Russian-controlled Eastern Europe and the West was termed the "Iron Curtain" by Winston Churchill. The USA was worried about any spread of communism
- In March 1947 Truman declared that the USA would help contain the spread of communism and help any country threatened by communism. This policy was known as the Truman Doctrine. The Truman Doctrine meant that the USA now followed a more active foreign policy based on preventing the spread of communism
- The Marshall Plan of June 1947 aimed to help Europe to recover economically after World War Two. This would make it easier to resist communism. Marshall Aid provided \$15 billion from the USA to 16 countries to stimulate economic recovery. Industrial production increased by 25% by 1950, and the Communist Party lost its appeal in Western Europe
- The Marshall Plan worsened relations between the USA and the USSR with Stalin describing it as 'dollar diplomacy'. He argued that the USA was using its investment to gain influence over countries by controlling their economies

The Berlin Blockade and the Berlin Airlift, 1948 to 1949

- Tensions increased in 1948 over Berlin because of a plan to introduce currency reform as the first step in setting up a separate West German state from the British, French and American zones. Stalin blocked off all roads and railway links from West Germany to West Berlin in June 1948. The two million residents of West Berlin were cut off from Western help. The USA saw it as an attempt by the USSR to drive the Allies out

of West Berlin

- The USA decided to airlift supplies and avoid a direct confrontation with the USSR. For 10 months the people of West Berlin depended on food and fuel flown in by America and Britain. The Airlift lasted 324 days. Up to 13 000 tons of supplies were flown in each day during the Berlin Airlift
- During the Berlin Airlift the people of West Berlin accepted rationing and hardship. 79 people were killed during the Airlift. Stalin did not shoot down the Allied planes as he did not want to be seen as the aggressor and risk a nuclear attack. Stalin realised the determination of the USA and the West and lifted the Blockade in May 1949. The Airlift made the USA realise its key role in the defence of Western Europe and in 1949 it set up NATO to protect West Germany

Any other valid point

[22]

- (b) Explain why the USSR lost control over Eastern Europe between 1985 and 1991.

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

- The policies of Gorbachev: Glasnost and Perestroika
- Events in Eastern Europe, 1985 to 1991
- The Berlin Wall and the reunification of Germany, 1989 to 1990

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: change/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 USSR lost control over Eastern Europe between 1985 and 1991.

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 USSR lost control over Eastern

Europe between 1985 and 1991.

AVAILABLE
MARKS

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 USSR lost control over Eastern Europe between 1985 and 1991. 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:

The policies of Gorbachev: Glasnost and Perestroika

- Changes in leadership in the USSR led to changes in relations in the 1980s. Mikhail Gorbachev, the new USSR leader in 1985, was concerned about the state of the Soviet economy. He wanted reform and his two policies of Glasnost (openness) and Perestroika (economic reform) had a big impact on the USSR's control over Eastern Europe
- Gorbachev believed that Eastern Europe was no longer needed as a buffer zone. He abandoned the Brezhnev Doctrine. Gorbachev made it clear that communist governments in Eastern Europe would no longer be propped up by the Red Army, which was withdrawn from Eastern Europe
- As part of his economic reforms Gorbachev adopted a different approach to foreign policy. The war in Afghanistan was a drain on the USSR's economy and he recognised the need to put an end to the war

Events in Eastern Europe, 1985 to 1991

- Between 1985 and 1988, a series of meetings between President Reagan of the USA and Gorbachev improved relations. A willingness to reach agreement on nuclear weapons removed a major source of tension between the USA and the USSR in the mid-1980s. The Intermediate Nuclear Forces Treaty was signed in 1987 by President Reagan and Gorbachev
- Gorbachev's policy not to intervene to support communist governments removed a major source of tension in USA/USSR relations. In August 1989 Poland became the first country in eastern Europe to have a non-communist government. Non-communist governments were also elected in Hungary and Czechoslovakia in 1989. The communist leadership in Bulgaria resigned in November 1989. In 1990 Ceauşescu, the communist leader of Romania, was executed
- By 1991 the Cold War had ended and communist rule in Eastern Europe had collapsed. In July 1991, the Warsaw Pact was dissolved. After Gorbachev resigned in 1991, the USSR disintegrated, and 15 republics declared their independence

The Berlin Wall and the reunification of Germany, 1989 to 1990

- Honecker, the communist leader in East Germany, resisted Gorbachev's reforms. During 1989 thousands of East Germans fled to the West through Hungary
- In October 1989 Gorbachev visited East Berlin and encouraged people to push for democracy. Honecker resigned
- On 9 November 1989 thousands of demonstrators forced their way through the Berlin Wall using pick-axes and hammers. The Berlin Wall, the starkest symbol of the East-West divide, was removed and in October 1990, East and West Germany were reunited

Any other valid point

[22]

**AVAILABLE
MARKS**

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Section B

26

Total

60