

**GCE**

**History A**

Unit **Y253/01**: The Cold War in Europe 1941–1995

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2016**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.



All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

1. Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix
2. Here is the mark scheme for this question paper.

Question	Answer/Indicative content	Mark	Guidance
1*	<p><b>Assess the reasons for the growth in tension between the Allies in the years from 1946-1955.</b></p> <p><b>In arguing that it was long-term causes that led to tensions,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the ideological differences between capitalism and communism.</li> <li>• <b>Answers might consider</b> the only factor that united the allies was their dislike of Nazism.</li> <li>• <b>Answers might consider</b> the failure of Britain and America to open a second front.</li> <li>• <b>Answers might consider</b> the feeling in the USSR that they were suffering more during the war because of the number of casualties on the Eastern Front.</li> </ul> <p><b>In arguing that it was other factors that led to tensions,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> conflicts over the future of Germany and its subsequent division.</li> <li>• <b>Answers might consider</b> Churchill's Iron Curtain speech.</li> <li>• <b>Answers might consider</b> the growth of Soviet power in Eastern Europe.</li> <li>• <b>Answers might consider</b> the role of the Truman doctrine and Marshall Aid.</li> <li>• <b>Answers might consider</b> the establishment of NATO and the Warsaw Pact.</li> <li>• <b>Answers might consider</b> the development of atomic weapons.</li> <li>• <b>Answers might consider</b> the Berlin blockade and airlift.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At Level 5 there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels, answers might establish criteria against which to judge the relative importance of the reasons.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
2*	<p><b>How similar were the causes of the Hungarian Rising of 1956 and the Prague Spring of 1968?</b></p> <p><b>In arguing that the causes were similar,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> both Dubcek and Nagy wanted to create a socialist system based on the consent of the people – desire for multi-party government in Hungary and broader base of rule in Czechoslovakia with Trade Unions.</li> <li>• <b>Answers might consider</b> the Soviet Union wanted to consolidate its control over Eastern Europe and prevent states from following independent initiatives.</li> <li>• <b>Answers might consider</b> the growth of liberal pressures in the two countries.</li> <li>• <b>Answers might consider</b> the belief there was sympathy in the USSR for the changes.</li> <li>• <b>Answers might consider</b> the sense of nationalism within both states.</li> <li>• <b>Answers might consider</b> the degree of economic hardship in the two countries, major failings of Czech economy in the 1960s with the abandonment of the five year plan in 1962.</li> <li>• <b>Answers might consider</b> the influence of developments elsewhere in Europe, for example Poland.</li> </ul> <p><b>In arguing that the causes were not similar,</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the Czechs did not want to leave the Warsaw Pact, unlike the Hungarians.</li> <li>• <b>Answers might consider</b> the Czechs agreed to suppress the Social Democrats and reaffirmed support for the Pact and COMECON.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At Level 5 there will be judgement as to the level of similarity of the causes.</li> <li>• At higher levels, answers might establish criteria against which to judge the causes.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"><li>• <b>Answers might consider</b> the death of Stalin and the de-Stalinisation that followed encouraged events in Hungary.</li><li>• <b>Answers might consider</b> the increasing influence of liberals within the Communist party in Czechoslovakia.</li><li>• <b>Answers might consider</b> the role of the church, particularly in Czechoslovakia.</li></ul>		

Question	Answer/Indicative content	Mark	Guidance
3	<p><b>'It was the economic weakness of the USSR and the COMECON states that was the key factor in the collapse of communism and the disintegration of the USSR by 1991.'</b></p> <p><b>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</b></p> <p>The historical debate is based around the extent to which the economic weakness of the USSR was the main reason for the collapse of communism. The debate centres on whether economic factors were the most important in the collapse of communist regimes in Eastern Europe.</p> <p><b>In analysing the strengths and limitations of the interpretation</b>, answers might consider whether there was any evidence that economic weakness in the USSR and COMECON was the main reason for the collapse.</p> <p><b>In analysing and evaluating the strengths of the given interpretation</b>, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The problems within the Soviet economy and stagnation under Brezhnev.</li> <li>• The Soviet Union's inability to maintain its armaments spending.</li> <li>• Poor economic growth in USSR made it difficult to keep up with US arms spending on projects such as SDI.</li> <li>• The foreign debts of many of the Eastern European states.</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation.</li> <li>• Candidates must refer to at least one other interpretation.</li> <li>• The quality of analysis and the evaluation of the interpretation should be considered when assigning answers to a Level, not the quantity of other interpretations included in the answer.</li> <li>• Other interpretations considered as part of evaluation and analysis of the given interpretation do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate's own viewpoint.</li> <li>• Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however, for Level 5 there should be well-supported evaluation of both, in line with Levels descriptors.</li> <li>• Candidates are not required to construct their own interpretation.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p><b>In analysing and evaluating the limitations of the given interpretation</b>, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The unwillingness to implement the Brezhnev Doctrine.</li> <li>• Soviet problems in Afghanistan.</li> <li>• The arrival in power of Gorbachev and his policies of perestroika and glasnost.</li> <li>• Problems within the satellite states, such as Solidarity or the fall of the Berlin Wall.</li> <li>• Events in Hungary, East Germany, Romania.</li> </ul> <p><b>Other interpretations that might be used in evaluation of the given interpretation are:</b></p> <ul style="list-style-type: none"> <li>• Interpretations focusing on failures in foreign policy, particularly over Afghanistan.</li> <li>• Interpretations focusing on US strength and ability of Reagan and Thatcher to exert pressure.</li> <li>• Interpretations that focus on Russia's inability to maintain the military forces needed to be a global power because of economic weaknesses.</li> <li>• Interpretations that focus on the failings of Gorbachev's policies to modernise the USSR.</li> <li>• Interpretations that focus on growing nationalism which undermined the Soviet union from within.</li> </ul>		



APPENDIX 1 – this contains the generic mark scheme grids

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Section A, Questions 1 and 2: Essay [30]</b>
<b>Level 5</b> 25–30 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
<b>Level 4</b> 19–24 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 13–18 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<b>Level 2</b> 7–12 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–6 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section B, Question 3: Interpretation [20]</b>
<b>Level 5</b> 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
<b>Level 4</b> 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
<b>Level 3</b> 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
<b>Level 2</b> 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
<b>Level 1</b> 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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