

GCE

History A

Y253/01: The Cold War in Europe 1941-1995

Advanced Subsidiary GCE

2020 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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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1. Annotations

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

2. Subject Specific Marking Instructions

How far do you agree questions . . .

The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.

Neither significance nor relative importance are attributed to the features listed.

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

Other questions . . .

The indicative content lists features of the period studied that relate to the question set.

Neither significance nor relative importance are attributed to the features listed.

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

Question	Answer	Mark	Guidance
1*	<p>‘Conflict rather than co-operation characterised relations within the ‘Grand Alliance’ of the USA, USSR and Great Britain in the years from 1941 to 1945.’ How far do you agree?</p> <p>In arguing that conflict was preeminent, answers might consider:</p> <ul style="list-style-type: none"> • The long term ideological tensions that pre-dated the Second World War. • Ongoing disagreement over wartime strategy, particularly the opening of a second front. • Conflict over the future of Germany. • Conflict over future spheres of influence in Europe. • The specific problems at Potsdam. • Personal conflict between, for example, Stalin and Truman. <p>In arguing that there was cooperation, answers might consider:</p>	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative extent of each. • At level 5 answers might establish criteria against which to judge. • To be valid, judgements must be supported by relevant and accurate material. If not, they are assertions. • 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.

		<ul style="list-style-type: none"> • The way that a common enemy brought unlikely allies together; • The success of the Grand Alliance in defeating Germany and bringing the war to an end. • Agreements over Soviet support to bring an end to the war in the Pacific. • Specific points of agreements made at Tehran, Yalta and Potsdam. • The acceptance of the Western powers that the USSR should have a sphere of influence in Eastern Europe. • The reasonably good personal relationships between Stalin, Roosevelt and Churchill through most of the war. 		
2.*		<p>‘Stalin was the greatest barrier to an improvement in relations between the Soviet Union and the West in the years between 1946 and his death in 1953.’ How far do you agree?</p> <p>In arguing that the Stalin was the main barrier, answers might consider:</p> <ul style="list-style-type: none"> • His personal attitude and ideology and how this shaped his actions and relations with the West. • The decisions he took over occupied Eastern Europe at the end of, and immediately after, the Second World War. • His refusal to allow countries within the Eastern Bloc to accept Marshall Aid. • His use of Cominform and Comecon to enforce Soviet political and economic control over the satellite states. • His attitude towards developments in Germany. • His decision to blockade Berlin. <p>In arguing that other barriers were more important,</p>	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be judgement as to the relative importance of different reasons. • At level 5 answers might establish criteria against which to judge. • To be valid, judgements must be supported by relevant and accurate material. If not, they are assertions. • 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.

		<p>answers might consider:</p> <ul style="list-style-type: none"> • Ideological differences between Communism and Capitalism. • The attitude and actions of the USA, for example the Truman Doctrine and Marshall Plan. • The attitude and actions of other Western powers such as Great Britain, for example Churchill’s Iron Curtain speech. • The judgments of advisors and the intelligence community, for example the ‘long’ and ‘short’ telegrams. • The importance of developments and local communist groups within satellite states, for example East Germany or Romania. • The importance of the development of atomic weapons. • The wider international situation, such as in China or Indo-China. 		
<p>3.</p>		<p>Read the interpretation and then answer the question that follows:</p> <p>‘Gorbachev’s leadership of the USSR... is the leading explanation of how the Cold War ended.’</p> <p>Adapted from: A. Roberts, ‘An ‘incredibly swift transition’: reflections on the end of the Cold War’, in M. Leffler & O. Westad (Eds.), The Cambridge History of the Cold War pp. 513-534 published in 2010.</p> <p>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</p> <p>The historical debate raised here centres on why the Cold War came to an end.</p>	<p>20</p>	<ul style="list-style-type: none"> • No set answer is expected. • 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. • Candidates must refer to at least one other interpretation. The quality of analysis and evaluation of the interpretations should be considered when assigning answers to a level, not the quantity of other interpretations included in the answer. • Other interpretations considered as part of evaluation and analysis do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split

		<p>In analysing and evaluating the strengths and weaknesses of the interpretation, answers might note that it a mono-causal explanation, focused on Gorbachev.</p> <p>In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • Gorbachev’s own ideology and attitude towards the future of the USSR and the Cold War. • Gorbachev’s personal relations with other world leaders, such as Reagan or Thatcher. • Gorbachev’s policies of Glasnost and Perestroika within the USSR. • Gorbachev’s decision not to enforce the Brezhnev doctrine against nationalist movements in the Eastern Bloc and within the USSR. • Gorbachev’s role persuading other Eastern European communist leaders, like Honecker, to accept change. • Gorbachev’s ultimate political weakness and the role of the coup against him in destabilising the USSR into its ultimate collapse. <p>In analysing and evaluating the weaknesses of the given interpretation, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> • The importance of Reagan and American foreign policy towards the USSR and the arms race. • The importance of nationalist movements in Eastern Europe in driving change and weakening the USSR. • The importance of other European leaders, such as Honecker or Kohl. • The significance of developments within Germany. • Long-term structural social and economic weaknesses of the USSR. 		<p>in the evaluation, however for level 5 there should be well supported evaluation of both and for level 4 supported evaluation of both, in line with levels descriptors.</p> <ul style="list-style-type: none"> • Candidates are not required to construct their own interpretation.
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