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# GCSE

# History

8145/1B/A- Paper 1 Section B/A Conflict and tension, the First World War,  
1894–1918  
Mark scheme

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Version/Stage: 1.0 Final

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best-fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

In many of our mark schemes we use the following terms to describe the qualities and levels of reasoning of an answer:

**Complex:** Answers build on the qualities of developed answers. Answers display reasoning that shows the links or connections between evidence or details that are explicitly relevant to the question. Answers may show originality or sophistication. Answers demonstrate substantiated judgement or an awareness of the provisional and problematic nature of historical issues, evidence and interpretations.

**Developed:** Answers that display more than one step of reasoning or detailed explanation that is explicitly relevant to the question. Answers will sustain an explanation of the differences or similarities in sources or interpretations.

**Simple:** Answers that describe evidence, features or material relevant to the question. Answers that display simple one step reasoning or brief explanation of a point or comment that is explicitly relevant to the question. Answers may recognise, describe and may explain, simple similarities or differences in sources or interpretations.

**Basic:** Answers that identify evidence, features or material relevant to the question. Explanation is likely to be implicit or by assertion. Answers take features of sources or interpretations at face value. Material discussed may have implicit relevance.

When a question tests AO1 and AO2 in conjunction, the AO2 element of the level descriptor always is the first statement in the descriptor and the AO1 element is the second statement in the descriptor. It is also important to remember that the 'indicative' content, which accompanies the level descriptors, is designed to exemplify the qualities expected at each level and is not a full exemplar answer. Other historically accurate and valid answers should be credited.

## Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

## Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> <li>Learners spell and punctuate with consistent accuracy</li> <li>Learners use rules of grammar with effective control of meaning overall</li> <li>Learners use a wide range of specialist terms as appropriate</li> </ul>	4 marks
Intermediate performance	<ul style="list-style-type: none"> <li>Learners spell and punctuate with considerable accuracy</li> <li>Learners use rules of grammar with general control of meaning overall</li> <li>Learners use a good range of specialist terms as appropriate</li> </ul>	2–3 marks
Threshold performance	<ul style="list-style-type: none"> <li>Learners spell and punctuate with reasonable accuracy</li> <li>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>Learners use a limited range of specialist terms as appropriate</li> </ul>	1 mark
No marks awarded	<ul style="list-style-type: none"> <li>The learner writes nothing</li> <li>The learner's response does not relate to the question</li> <li>The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0 marks

Question 04 is an extended response question. It gives students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

0 1

**Source A** supports the Gallipoli campaign. How do you know?

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

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target Analyse sources contemporary to the period (AO3a)**

**Level 2: Developed analysis of source based on content and/or provenance**

3–4

Students may progress from a simple analysis of the source with extended reasoning supported by factual knowledge and understanding related to the features of the source.

For example, the title of the cartoon shows a positive and supportive view of sending troops to Gallipoli; the British government sent troops to capture the peninsula in order to weaken one of Germany's allies. The cartoon was published at the start of the campaign which accounts for its positivity; the campaign failed and was abandoned by the end of 1917.

**Level 1: Simple analysis of source based on content and/or provenance**

1–2

Students identify relevant features in the source and support them with simple factual knowledge and understanding.

For example, it is a British cartoon so it is bound to support the British army; Germany and Turkey are shown to be hiding in fear behind the tree trunk.

**Students either submit no evidence or fail to address the question**

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0 2

How useful are **Sources B** and **C** to an historian studying the reasons for the defeat of Germany in 1918?

Explain your answer using **Sources B** and **C** and your contextual knowledge.

[12 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**

**Analyse sources contemporary to the period (AO3a)**  
**Evaluate sources and make substantiated judgements (AO3b)**

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of sources (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

**Level 4: Complex evaluation of both sources with sustained judgement based on content and provenance** 10–12

Students may progress from a developed evaluation of the sources by complex reasoning related to utility on the basis of content and provenance. They may evaluate the relationship between the sources based on analysis of provenance and contextual knowledge.

For example, taken together the sources show the combination of internal and external factors that led to the defeat of Germany by 1918. They illustrate the effect of short and long term causes such as the cumulative effect of the British naval blockade and the combined strength of all the Allies under Foch's command. In assessing utility candidates may observe that Source C has less value because it was created as pro American propaganda whereas Source B has credibility because Blucher has no reason or motive to exaggerate her account.

**Level 3: Developed evaluation of sources based on the content and/or provenance** 7–9

Students may progress from a simple evaluation of the sources with extended reasoning related to utility on the basis of content and/or provenance.

For example, the effect of starvation, caused by the British naval blockade, was a significant cause of German surrender; it was a reason for loss of confidence in the Kaiser's leadership and led to his abdication (Source B). The role of Foch as Commander-in-Chief of all allied armies from Spring 1918 successfully halted the German offensive leading to German surrender in November 1918. There may be comment in relation to the date and purpose of Source C in relation to America's support of the Allies.

**Level 2: Simple evaluation of source(s) based on content and/or provenance 4–6**

Students may progress from a basic analysis of the source(s) to simple evaluation of the content and/or provenance.

For example, Source B is useful to an historian because Blucher is an eye witness that has lived through the war so her information will be reliable. Source C is useful because it shows the German army being cut down. The words on the snake show areas of Belgium and France that Germany had taken over earlier in the war, but by August 1918, they were being pushed back.

**Level 1: Basic analysis of sources(s) 1–3**

Answers may show understanding/support for one or both sources, but the case is made by assertion/basic inference.

Students identify basic features which are valid about the sources and related to the enquiry point, for example, Blucher is saying that Germany was too weak to keep fighting; the message of the cartoon is that the Allies had a stronger army than Germany.

**Students either submit no evidence or fail to address the question 0**

0 3

Write an account of how events in the Balkans in 1908 became an international crisis.

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

<b>Target</b>	<b>Explain and analyse historical events and periods studied using second-order concepts (AO2:4)</b> <b>Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)</b>	
<b>Level 4:</b>	<b>Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question</b>	<b>7–8</b>
	<p>Extends Level 3.</p> <p>Students may progress from a developed narrative of causation/consequence with complex sequencing and reasoning supported by a range of accurate and detailed factual knowledge and understanding which might be related, for example, to an analysis of how/why tension increased at different stages and /or showing understanding about how much each part of the sequence increased tension and led to a crisis.</p> <p>For example, events in the Balkans became an international crisis because the Bosnian crisis had such wide reaching effects; it challenged the balance of power in the region and between European powers namely, Germany and Russia. Furthermore, the issue of Serbian nationalism and their ambitions to control all Slavic states was a direct challenge to the overall stability of the Austro-Hungarian empire.</p>	
<b>Level 3:</b>	<b>Developed analysis of causation/consequence</b> <b>Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question</b>	<b>5–6</b>
	<p>Extends Level 2.</p> <p>Students may progress from a simple narrative of causation/consequence with developed sequencing and reasoning supported by a range of accurate factual knowledge and understanding which might be related, for example to an analysis of how/why tension increased at one stage in the process.</p> <p>For example, one consequence of the Bosnian crisis was that Austria -Hungary felt it had the full support of Germany. This in turn diminished the status and influence of Russia in the Balkans because although Russia gave its support to Serbia, they were not strong enough to risk war against Germany over the issue. Having been humiliated, Russia began to make military improvements.</p>	



**Level 2: Simple analysis of causation/consequence** **3–4**  
**Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question**

Students may progress from a basic narrative of causation/consequence by showing a simple understanding of sequencing, supporting it with factual knowledge and understanding.

For example, events grew into an international crisis because others countries became involved; Serbia wanted to control Bosnia but was not strong enough to stop Austria Hungary from taking over. Serbia sought support from Russia. Germany promised to support Austria-Hungary against Russia.

**Level 1: Basic analysis of causation/consequence** **1–2**  
**Answer is presented as general statements which demonstrates basic knowledge and understanding that is relevant to the question**

Students identify cause(s)/consequence(s) about the events such as Austria-Hungary took over Bosnia by force and made it part of their empire. This angered Serbia who wanted revenge.

**Students either submit no evidence or fail to address the question** **0**

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

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'The failure of the Schlieffen Plan was the main reason for the stalemate on the Western Front.'

How far do you agree with this statement?

Explain your answer.

**[16 marks]**  
**[SPaG 4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

<b>Target</b>	<b>Explain and analyse historical events and periods studied using second-order concepts (AO2:8)</b> <b>Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)</b>	
<b>Level 4:</b>	<b>Complex explanation of stated factor and other factor(s) leading to a sustained judgement</b> <b>Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question</b> Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.  Extends Level 3.  Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by detailed factual knowledge and understanding to form a sustained judgement.  This might be related, for example, to the way a range of long term and short-term reasons interacted and resulted in a military stalemate. In the short term, the failure of the Schlieffen Plan was a cause of the stalemate in 1914 but the nature of trench warfare and the outcome of subsequent key battles was the reason it lasted until 1918.	<b>13–16</b>
<b>Level 3:</b>	<b>Developed explanation of the stated factor and other factor(s)</b> <b>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b>  Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.	<b>9–12</b>

Extends Level 2.

Answer may suggest that one reason has greater merit.

Students may progress from a simple explanation of causation with developed reasoning supported by factual knowledge and understanding.

This might be related, for example, to the failure of the Schlieffen Plan to knock France quickly out of the war within six weeks because of the strong resistance by the Belgian army, the need to send German troops to the east once Russia mobilised, the engagement with the BEF at Mons and the outcome of the Battle of the Marne.

Students may additionally explain the nature of trench warfare, with reference to key battles on the Western Front, which brought an end to a cavalry led war of movement and the emergence of a stalemate. Despite attempts to break the deadlock, the use of new tactics and technology made trenches easier to defend than to breach.

**Level 2: Simple explanation of stated factor or other factor(s)** **5–8**  
**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Answers arguing a preference for one judgement but with only basic explanation of another view will be marked at this level.

Students may progress from a basic explanation of causation by simple reasoning and supporting it with factual knowledge and understanding.

For example, the main reason for the stalemate was the race to the sea which was the attempt by the Germans to get around the enemy trenches but they were blocked by Allied troops. A line of trenches was dug across Northern France and Belgium and armed with barbed wire and machine guns.

**Level 1: Basic explanation of one or more factors** **1–4**  
**Answer demonstrates basic knowledge and understanding that is relevant to the question**

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation of one or more factors.

Students may offer a basic explanation of the stated factor, such as, the failure of the Schlieffen Plan was the main reason for the stale mate because the German army became stuck in France and Belgium.

Students may offer basic explanations of other factor(s), for example, both sides dug trenches.

**Students either submit no evidence or fail to address the question** **0**

**Spelling, punctuation and grammar**

	<b>Performance descriptor</b>	<b>Marks awarded</b>
High performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>	4 marks
Intermediate performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>	2–3 marks
Threshold performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>	1 mark
No marks awarded	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0 marks