



**General Certificate of Secondary Education
2019**

History

Unit 2: The Cold War 1945–1991

Foundation Tier

[GHT21]

WEDNESDAY 16 JANUARY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked 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 they 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:

- recall, select, organise and communicate knowledge and understanding of History (AO1);
- demonstrate their understanding of the past through explanation and analysis of:
 - key concepts: causation, consequence, continuity, change and significance within an historical context; and
 - key features and characteristics of the periods studied and the relationships between them (AO2); and
- understand, analyse and evaluate:
 - source material as part of an historical enquiry; and
 - how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry (AO3).

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 answers, 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 tasks or 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

Tasks and 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 is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and 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.

Assessment of spelling, punctuation and the accurate use of grammar

Spelling, punctuation and the accurate use of grammar is taken into account in assessing candidates’ responses to specific questions in Unit 2. The following guidance is provided to assist examiners:

- **threshold performance:** Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
- **intermediate performance:** Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
- **high performance:** Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

GCSE History 2019

Foundation Tier

Mark Scheme

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

Section A

Answer **all** of this section.

1 This question is about the superpowers and the city of Berlin between 1950 and 1989.

(a) Study Source A.

Give **two** reasons from **Source A** to explain why the city of Berlin caused problems for the USSR by 1961.

Target AO3: Understand source material as part of an historical enquiry.

Award **[0]** for responses not worthy of credit

Limited accurate reference to Source A **[1]**

Accurate reference to Source A **[2]**

Apply criteria for any **two** reasons:

- Source A tells us that in the 1950s more than two million people had moved from East Germany to West Berlin to enjoy a better lifestyle
- There were labour shortages in East Germany as a result. This showed that people thought that 'democracy was better than communism'
- The government of East Germany put pressure on the USSR to stop the flow of people to West Berlin
- Khrushchev could not persuade the USA to leave West Berlin.

[1] mark for each valid point

[1] mark for development of each valid point

Any other valid point

[4]

(b) Study Source B.

Give **three** reasons from **Source B** to explain why Khrushchev disliked West Berlin.

Target AO3: Understand source material as part of an historical enquiry.

Award **[0]** for responses not worthy of credit

Limited accurate reference to Source B **[1]**

Accurate reference to Source B **[2]**

Apply criteria for any **three** reasons:

- Khrushchev believed that West Berlin was used by the USA to spy on 'us' [East Germany and the USSR]
- The USA was using West Berlin to persuade people from East Germany

to move to the west

- Khrushchev believed that the USA was using West Berlin to 'damage the economy of East Germany'.

[1] mark for each valid reason

[1] mark for development of each valid reason

Any other valid point

[6]

(c) Study Source C.

How **useful** is **Source C** in explaining the reasons for the collapse of the Berlin Wall in 1989?

Target AO1 and AO3: Recall of knowledge; understand, analyse and evaluate source material as part of an historical enquiry.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[3])

A limited response which may only focus on the content of Source C. Little attempt will be made to address the issue of the utility of Source C.

Writing communicates ideas using a limited range of historical terminology and showing 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 ([4]–[7])

Answers will begin to discuss the utility of Source C. Answers may comment on the fact that it is a primary source, the view of the American President speaking in 1987. Candidates may explain that President Reagan came to Berlin to appeal to Gorbachev to 'tear down this wall'. They may refer to the date of the source, two years before the fall of the wall, which would reduce its usefulness. They may use some own knowledge about Reagan's actions and policies to develop these points.

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

Level 3 ([8]–[10])

Answers at this level will discuss the utility of Source C in greater detail and use their own knowledge about the events that led to the fall of the Berlin Wall. Candidates will use the source and own knowledge in attempting to make a judgement as to the utility of Source C.

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

([3]) AO1 ([7]) AO3

Some of the following points may be made:

- Source C is useful as it is a primary source from a speech made in 1987 at a time of change in the USSR's relationship with Eastern Europe
- Candidates may comment on authorship. President Reagan, leader of the USA, was an important political leader in the 1980s. They may refer

to his 'evil empire' speech to back up his opposition to the Berlin Wall. However, candidates may comment that the source has limited use because of its author's very anti-communist view

- However, the source is useful because the speech is addressed to the people of West and East Berlin. It provides information about the US view of the Berlin Wall. President Reagan refers to the Wall 'that surrounds the free sectors of this city' and is part of 'the Iron Curtain'
- We learn about the policy of Mikhail Gorbachev, the new leader of the USSR, and about Reagan's impatience at the speed of reform. The tone is useful as it is a direct call to Gorbachev in a speech in front of the Wall that only the USSR has the power to take down
- Candidates can discuss the date of the source in 1987, two years before the Wall was knocked down, as limiting utility in explaining its collapse in 1989
- Candidates could use their own knowledge to describe the reaction to this statement in Eastern Europe and the developments that eventually led to the overthrow of communist governments in most countries by 1989.

Any other valid point

[10]

(d) Study Sources A, B, C and D

Using Sources **A, B, C** and **D** and **your own knowledge**, explain why there are different views about the actions of the USA and the USSR in the city of Berlin between 1950 and 1989.

Target AO1, AO2 and AO3: Recall of knowledge; demonstrate understanding of the past through explanation and analysis; understand, analyse and evaluate how aspects of the past have been interpreted and represented in different ways.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[5])

At this level the response may be limited and at the lower end may not address the question. Answers may simply describe the view given in one of the sources but show little awareness of interpretation. At the top end of this level candidates may describe the views in two of the sources. Alternatively candidates may make limited reference to the sources and use limited own knowledge to give a weak generalised response. Explanation, if any, will be limited. Responses of this nature should be restricted to marks within the lower half of this level.

Writing communicates ideas using a limited range of historical terminology and showing 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 ([6]–[10])

Answers at this level will show understanding of the different views given in two of the sources. At the upper end of this level they may display some awareness of the reasons for different views about the actions of the USA

and the USSR in the city of Berlin. Answers may use some own knowledge to support their answer. Responses of this nature can access marks at the top end of this level.

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

Level 3 ([11]–[15])

Answers at this level will show a clear understanding of the different viewpoints in three or four of the sources and begin to offer some explanation of the reasons for these. Candidates at the top end of this level will make some use of their own knowledge to support their answers.

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

([3]) AO1 ([3]) AO2 ([9]) AO3

Some of the following points may be made:

Source A

- This is an extract from a history textbook. It gives an historian's view of some of the ways that the city of Berlin caused tensions between the USA and the USSR by 1961. This will provide an accurate and well-researched account of events. Source A highlights positive and negative factors about the Berlin Wall and its impact
- Source A tells us that over 2 million people crossed from East Germany to the west through West Berlin in the 1950s. It gives information about the improved standard of living and jobs in the west as an incentive for many to move to West Berlin to 'enjoy a better lifestyle'
- Source A implies that the USSR had fears that the USA was trying to damage the economy of East Germany. Source A states that the USSR was under pressure to stop this
- Source A states that Khrushchev ordered the building of a wall in August 1961. This increased tensions with the west and led to a later visit by President Kennedy to support the people of West Berlin.

Source B

- Source B is the view of Khrushchev, leader of the USSR and the man who ordered the building of the Berlin Wall in 1961. Khrushchev viewed the west's control of three sectors of the city of Berlin as a threat to communist control in East Germany
- Source B believes that West Berlin was being used by the USA to spy on the USSR and to damage the economy of East Germany
- Source B justifies Khrushchev's actions in building the Berlin Wall as vital for the security of East Germany. Source B states the wall 'improved things at once. Unrest in East Germany decreased'
- Candidates may use their own knowledge to explain that the USSR could only keep East Germany secure by greatly reducing the numbers using West Berlin as a crossing point to the 'Golden West'.

Source C

- Source C is a speech made by President Reagan of the USA in West Berlin in 1987. He was hostile to the USSR and spoke about the negative effects of the Berlin Wall. Reagan in this speech refers to the Berlin Wall 'that surrounds the free sectors of this city'
- Source C describes the attitude and policy of the US President who increased spending on defence and so raised tensions between the superpowers in the 1980s. Reagan termed the USSR 'the evil empire'. Reagan was impatient with the pace of reform by Gorbachev. He appealed to the people of East Berlin and to Gorbachev to 'come here to Berlin... and tear down this wall'
- Candidates could use their own knowledge to explain the consequences of Gorbachev's new approach to the countries of Eastern Europe and how this offered Reagan an opportunity to call for an end to the Berlin Wall. Candidates could comment that this speech failed to secure the collapse of the Berlin Wall which did not happen until 1989.

Source D

- Source D is the view of an American cartoonist that appeared in an internet blog in 2009. It presents Reagan as the main reason for the collapse of the Berlin Wall. This source has the advantage of hindsight, judging that, from an American view, Reagan played a key part in the collapse of the Berlin Wall
- The source is a cartoon and so simplifies the situation. We need to cross reference to other sources to assess Reagan's role in the fall of the Berlin Wall
- Candidates could use their own knowledge to explain how the policies of Ronald Reagan contributed to the collapse of the Berlin Wall
- This cartoon provides an American perspective on the collapse of the Berlin Wall and omits reference to the actions and policies of Gorbachev.

Any other valid point

[15]

35

Section A**35**

Section B

Answer **one** of the following questions from this section.

In both questions, up to **5 additional marks** may be awarded for spelling, punctuation and the accurate use of grammar.

2 Explain how relations between the USSR and the USA were affected by events in Eastern Europe between 1945 and 1956.

Use the following **three** paragraph headings to help you with your answer:

- **Tensions over Eastern Europe, 1945–1947**
- **The Berlin Blockade and Airlift, 1948–1949**
- **Hungary, 1956**

Target AO1 and AO2: Recall, select and communicate knowledge and understanding of history; demonstrate understanding of the past through explanation and analysis of change, key features and characteristics of the period studied.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[4])

Answers at this level may use only one of the paragraph headings 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 showing 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 ([5]–[9])

Answers will use at least two of the paragraph headings, perhaps with some omissions, but will offer a more informed explanation and analysis of how relations between the USSR and the USA were affected by events in Eastern Europe between 1945 and 1956.

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

Level 3 ([10]–[15])

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of how relations between the USSR and the USA were affected by events in Eastern Europe between 1945 and 1956.

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

([7]) AO1 ([8]) AO2

Some of the following points may be made:

Tensions over Eastern Europe, 1945–1947

- The USSR and the USA were on the same side in World War Two, but it was a fragile friendship, held together by a common enemy, Germany. At Yalta in February 1945 they failed to reach agreement about Eastern Europe and Germany. At Potsdam in July 1945 Germany was to be divided into 4 zones and the capital Berlin in the Russian zone was divided into 4 sectors
- Stalin wanted to establish a buffer zone between the USSR and Germany to provide security. Between 1945 and 1947 the USSR used ruthless methods to put communist governments in all countries in Eastern Europe. Opponents of communism were imprisoned or killed, elections were rigged and voters intimidated
- This division between East and West Europe was termed the Iron Curtain. Growing tensions between Truman and Stalin resulted in a change in American policy called the Truman Doctrine. In March 1947 Truman declared that the USA would help any country threatened by communism. The Marshall Plan was introduced in 1948. This increased tensions between the two superpowers.

The Berlin Blockade and Airlift, 1948–1949

- As the Cold War developed, tensions over Berlin increased. In 1948 a new currency was introduced in the Western zones which worried the USSR as it feared a revived Germany might be a threat to the USSR in the future
- Stalin blocked off all roads and railway links from West Germany to West Berlin in June 1948, cutting off the two million residents of West Berlin from West Germany. The USA was determined to help West Berlin and the Berlin Airlift provided food and fuel for the people of West Berlin until May 1949
- Stalin realised the determination of the USA and the western powers and lifted the Blockade in May 1949. These events worsened relations between the superpowers.

Hungary, 1956

- When Stalin died in 1953, the new Russian leader Khrushchev called for 'peaceful co-existence' and granted concessions to prevent unrest in Poland in 1956
- In October 1956 students in Hungary led protests against the unpopular communist government. Nagy's reforms threatened communist control and Khrushchev sent in the Red Army and 6000 Soviet tanks to restore control
- The USA protested at the USSR's actions but gave no help to the rebels. The USA was criticised for its failure to help the Hungarian rebels. The USA did not want to risk war against the USSR and accepted that Hungary was in the USSR's sphere of influence. Relations between the superpowers remained tense.

Any other valid point.

[15] and SPaG [5]

Assessment of spelling, punctuation and the accurate use of grammar.

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award [0] for responses not worthy of credit

Level 1 Threshold performance ([1] mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, candidates may use a limited range of specialist terms appropriately.

Level 2 Intermediate performance ([2]–[3] marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, candidates use a good range of specialist terms with facility.

Level 3 High performance ([4]–[5] marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision.

[5]

3 Explain the actions of the USA in trying to stop the spread of communism in Asia between 1949 and 1965.

Use the following **three** paragraph headings to help you with your answer:

- **The Domino Theory**
- **The USA and Korea**
- **The USA and Vietnam**

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past though explanation and analysis of key events and change over time.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[4])

Simple descriptive answer, rather than explanation and analysis, which may be episodic and lack historical accuracy. To reach the top of Level 1, answers must attempt to provide some detail of how the USA tried to stop the spread of communism in Asia between 1949 and 1965.

Writing communicates ideas using a limited range of historical terminology and showing 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 ([5]–[9])

Developed but limited explanation which goes beyond Level 1 by providing a more accurate account of how the USA tried to stop the spread of communism in Asia between 1949 and 1965. There will be a more informed analysis but it may be limited in places. To reach the top of Level 2, answers must give specific detail of events to explain how the USA tried to prevent the spread of communism in Asia between 1949 and 1965. However, there may be omissions of some episodes and developments.

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

Level 3 ([10]–[15])

Well-informed, accurate explanation and a clear and coherent analysis of how the USA tried to stop the spread of communism in Asia between 1949 and 1965. Answers will demonstrate a sound understanding and provide a detailed explanation of how the USA tried to prevent the spread of communism in Asia between 1949 and 1965. Top Level 3 answers will address the issue in a comprehensive way and provide full coverage of the period.

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

([5]) AO1 ([11]) AO2

The Domino Theory

- The loss of China to communism in 1949 was a major blow for the USA as they had helped the non-communist nationalists in the Chinese civil war. In 1949, the USSR developed an atom bomb and in 1950 communist USSR

and China signed a Treaty of Friendship

- Many American politicians believed that all countries in Asia were now vulnerable to a communist takeover. Cold War tensions had shifted from Europe to Asia
- The Domino Theory helps explain the USA's concerns about Asia. Many American politicians believed that the USSR wanted to spread communism worldwide. Many American politicians believed that if one country became communist, then the neighbouring countries would fall like dominoes.

The USA and Korea

- Korea became the focus of the US concerns in June 1950 when Kim Il Sung invaded South Korea and the South Korean army was pushed into a small area called the Pusan Pocket. The USA blamed Stalin and the USSR
- The USA used the United Nations (UN) to become directly involved. The USA supplied most soldiers and weapons to the UN army, which was led by the American General MacArthur. It landed at Inchon and quickly pushed the North Korean army out of South Korea
- The USA then abandoned containment to follow the more ambitious policy of 'Roll Back' and invaded North Korea in November 1950. However, this failed and the USA had to settle for containment.

The USA and Vietnam

- After the French defeat in 1954 the USA offered support to non-communist South Vietnam. South Vietnam was seen as 'the cornerstone of the free world in South East Asia'
- After 1954, the USA increased financial, economic and military aid to President Diem. The USA sent 16 000 military advisers and \$3 billion to fight against the Viet Cong, a guerrilla group fighting for a united communist Vietnam.
- The Gulf of Tonkin incident, August 1964, was the immediate cause of direct US involvement. A North Vietnamese gunboat fired at a US warship. There was anger in the USA and President Johnson stated that 'I am not going to be the President who saw South East Asia going the way that China went'. The US Congress passed the Tonkin Resolution, which transformed the USA's role from indirect to direct involvement. In March 1965 the USA sent combat troops to stop the spread of communism to South Vietnam and became directly involved in the Vietnam War.

Any other valid point.

[15]

Assessment of spelling, punctuation and the accurate use of grammar.

If the response does not address the question, then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award **[0]** for responses not worthy of credit

Level 1 Threshold performance ([1] mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, candidates may use a limited range of specialist terms appropriately.

Level 2 Intermediate performance ([2]–[3] marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, candidates use a good range of specialist terms with facility.

Level 3 High performance ([4]–[5] marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision.

AVAILABLE MARKS	
[5]	15
SPaG	5
Section B	20
Total	55

