

New  
Specification



*Rewarding Learning*

General Certificate of Secondary Education  
2016

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## History

Unit 2: The Cold War 1945–1991

Foundation Tier

[GHT21]

TUESDAY 14 JUNE, AFTERNOON

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**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 candidates' responses likely to be worthy of credit. They also set out the apply in allocating marks to candidates' responses. The mark schemes should 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 2016

## 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 communist control over Eastern Europe from 1945.**

**(a) Study Source A.**

Give **two** methods from **Source A** to explain how the USA tried to weaken support for communism in Eastern Europe.

**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** methods:

- The USA used Radio Free Europe to promise support to those who opposed communism
- The USA gave financial aid to communist countries which protected human rights
- The USA gave secret help to reform movements in Poland, Hungary and Czechoslovakia.

**[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 the views of Brezhnev about the countries of Eastern Europe in 1968.

**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:

- Brezhnev expected Eastern Europe to act as a buffer zone for the defence of the USSR
- Brezhnev believed that it was the role of the countries of Eastern Europe to protect the USSR
- If the countries of Eastern Europe attempted to carry out reform, Brezhnev said that the USSR would take action against them, i.e. troops would be sent in to stop the reforms

AVAILABLE  
MARKS

- Brezhnev believed that Eastern European countries were very important to the USSR
- Brezhnev believed that force was necessary to keep control of Eastern Europe.

[1] mark for each valid reason

[1] mark for development of each valid reason

Any other valid point

[6]

(c) **Study Source D.**

How **useful** is **Source D** in explaining the reasons for the collapse of communist control over Eastern Europe?

**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 D. Little attempt will be made to address the issue of the utility of Source D.

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 D. Answers may comment on the fact that it is a primary source, the view of a representative of the US government speaking in 1985. Candidates may explain that this is of limited use as the USA was anti-communist. However, the source does give some useful information about the actions of the USSR leader Gorbachev, making the point that his policies contributed to the collapse of communism. They may use some own knowledge 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 D in greater detail.

Candidates will use the source and their own knowledge in attempting to make a judgement as to the utility of Source D.

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:

- This would be a useful source as it is a primary source, giving us the view of the US government, the main opponent of the USSR in the Cold War, at a time of change in the USSR and Eastern Europe
- Candidates may comment that the source has limited use because of its author, as we will get a very anti-communist view

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MARKS

- However, the source does provide some useful information about the US view. We learn that the USA thought that communism was bound to collapse in Eastern Europe because the USSR had always faced some opposition there
- We learn about the policy of Mikhail Gorbachev, the new leader of the USSR. He announced that he would not use troops to stop reform movements in Eastern Europe. Candidates could use their own knowledge to describe the reaction to this statement in Eastern Europe and how this led eventually to the overthrow of communist governments in all of these states.

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 of the reasons for the collapse of communist control over Eastern Europe.

**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 why communist control collapsed in Eastern Europe. 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

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MARKS

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 methods used by the USA to bring about the collapse of communism in Eastern Europe
- It tells us that the USA set up radio stations such as Radio Free Europe. This promised support to opponents of communism
- The USA also gave financial help to communist countries if they agreed to protect human rights
- The USA gave secret help to reform movements in Poland, Hungary and Czechoslovakia, so encouraging their opposition to communism and the USSR.

**Source B**

- Source B is the view of an American historian, writing in 1997. This will provide an American view of events
- Source B states that the USSR crushed the Prague Spring in Czechoslovakia in 1968. They sent in troops from the Warsaw Pact countries to bring Czechoslovakia back under control
- The USSR leader Brezhnev then warned the people of Eastern Europe that it was their duty to protect the USSR and that they would not be allowed to make "capitalist reforms"
- Candidates may use their own knowledge to explain that the USSR could only keep control over Eastern Europe by using threats and military force.

**Source C**

- Source C is the view of a modern historian writing in 2001. This will provide an accurate and well-researched account of events
- Source C describes the attitude and policy of Mikhail Gorbachev, who became leader of the USSR in 1985. He adopted a new approach to the people of Eastern Europe, stating that they would now be "treated as partners"
- The source also tells us that Gorbachev promised that he would not use force, "tanks or troops", to keep control over Eastern Europe. He said that "each country should sort out its own problems"
- Candidates could use their own knowledge to explain the consequences of Gorbachev's new approach, sometimes called the "Gorbachev" or "Sinatra" Doctrine. The peoples of the countries of Eastern Europe were no longer afraid to oppose their communist rulers and one by one these rulers fell from power.

**Source D**

- Source D is the view of a spokesman for the US government. The USA was the main enemy of the USSR in the Cold War
- The USA believed that the collapse of communism in Eastern Europe was just a matter of time because the communist governments of these countries had always faced opposition

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MARKS

- Candidates could use their own knowledge to explain that these governments depended on the support of the USSR to keep control and stay in power
  - Gorbachev decided that USSR troops will no longer be used to crush opposition. The US spokesman believes that this will lead to the overthrow of the communist governments and thus to the collapse of communist control over Eastern Europe.
- Any other valid point

[15]

**Section A**

| AVAILABLE MARKS |
|-----------------|
| 35              |
| <b>35</b>       |
|                 |

## Section B

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

In **both** questions up to **5 additional marks** are available for your use of spelling, punctuation and the accurate use of grammar.

**2 Explain the reasons why the USA tried to stop the spread of communism outside Europe between 1950 and 1965.**

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

- **Korea, 1950**
- **Vietnam, 1954–1965**
- **Cuba, 1959–1962**

**Target AO1 and AO2:** Recall, select and communicate knowledge and understanding of history and demonstrate understanding of the past through explanation and analysis of key change, key features and events 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 paragraph headings, perhaps with some omissions, but will offer a more informed explanation and analysis of the reasons why the USA tried to stop the spread of communism outside Europe between 1950 and 1965.

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 the reasons why the USA tried to stop the spread of communism outside Europe between 1950 and 1965. 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**

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MARKS

Some of the following points may be made:

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MARKS

### **Korea, 1950**

- In 1948 Korea had been divided on Cold War lines along the 38th Parallel. The USA supported the government of Syngmann Rhee in the south and the USSR supported the communist leader, Kim Il Sung, in the north
- In June 1950, Kim Il Sung invaded South Korea and quickly took control of most of Korea. The USA blamed Stalin and the USSR and the focus of the Cold War moved to Asia
- President Truman said the Truman Doctrine applied to Asia and using the United Nations as a front, sent troops and supplies to help South Korea. The USA had the support of the United Nations, which was boycotted by the USSR
- The USA tried to follow the more ambitious policy of 'Roll Back' and invaded North Korea. The entry of China and the USSR's development of the atom bomb prevented Truman from achieving this and the USA had to settle for containment.

### **Vietnam, 1954–1965**

- Between 1950 and 1954 the USA gave \$1.4 billion to France to help regain its empire in French Indo China. In 1954 after the defeat at Dien Bien Phu, Vietnam was divided along the 17th Parallel
- After 1954, the USA gave financial, economic and military help to President Diem and the government of South Vietnam against the communist Viet Cong led by Ho Chi Minh. By 1963, there were 16 000 US military advisers in Vietnam, the US hoped to contain the spread of communism in Asia
- The North Vietnamese attack on a US warship in the Gulf of Tonkin in August 1964 led to direct involvement of the USA in Vietnam. In March 1965 the USA sent combat troops to stop the spread of communism to South Vietnam.

### **Cuba, 1959–1962**

- At the beginning of 1959, Cuba had close links with the USA. Cuba exported sugar and cigars to the USA and American companies controlled most of Cuba's industry. In 1959, Fidel Castro overthrew Batista to take power. He was a nationalist who wanted Cuba to be independent from other countries
- Castro began to nationalise Cuban industries, many of which were owned by US businessmen. This upset the American government. US hostility to Cuba grew and trade between the two countries declined. Castro turned to the USSR for help. In 1960 Cuba and the USSR agreed to trade oil and sugar for machinery. Soon the USSR was Cuba's main trading partner and in 1961, Castro announced that he had become a communist
- The US government, led by President John F Kennedy, was alarmed by developments in Cuba. Kennedy approved a CIA operation to invade Cuba using anti-Castro Cuban exiles. The Bay of Pigs invasion was a disaster. Its main effect was to drive Castro closer to the USSR. Khrushchev sent weapons and troops to help protect Cuba. The USA regarded this a threat
- By August 1962, the USSR was sending equipment required to build nuclear missile bases in Cuba. US intelligence services discovered this in October 1962. Kennedy was determined to take action to stop the threat posed by the communist USSR.

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.

[5]

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MARKS

**3 Explain the methods used by the USSR to keep control over Eastern Europe between 1948 and 1968.**

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

- **The Berlin Blockade, 1948–1949 and the Berlin Wall, 1961**
- **Hungary, 1956**
- **Czechoslovakia, 1968**

**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 the methods used by the USSR to keep control over Eastern Europe between 1948 and 1968. 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 the methods used by the USSR to keep control over Eastern Europe between 1948 and 1968.

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:

**The Berlin Blockade, 1948–1949 and the Berlin Wall, 1961**

- Stalin wanted control over all of Berlin and was determined to close this hole in the 'Iron Curtain' and drive the Western powers out of West Berlin
- From June 1948 to May 1949 Stalin blocked all supply lines from the Western zones of Germany to West Berlin. This was called the Berlin Blockade. The USA responded by carrying out the Berlin Airlift. The USSR was forced to call off the Blockade in May 1949
- During the 1950s Berlin continued to be a source of tension. Over two million people from East Germany used West Berlin as an escape route to the 'Golden West'. The East German government feared that this exodus,

mainly educated young people, would undermine communist control in East Germany

- Khrushchev failed to persuade President Kennedy to compromise and allow Russian control of all of Berlin. On 13 August 1961, with Russian approval, the East German government built a wall, 110 kilometres long to seal off West Berlin and end all free movement from East to West. The Berlin Wall became a concrete symbol of the Cold War.

### **Hungary, 1956**

- Khrushchev was determined to carry out political and economic reform and criticised Stalin as a tyrant in a famous speech in 1956
- This led to unrest in Hungary and the resignation of the unpopular leader Rakosi. In October 1956 the new communist leader Imre Nagy announced free elections and that Hungary would leave the Warsaw Pact and become a neutral country
- Khrushchev, however, was determined not to allow Hungary to leave the USSR's sphere of influence. He sent the Russian army and 6000 tanks into Budapest on 4 November 1956. After fierce fighting in which thousands were killed, the rebels were defeated on 14 November and 180 000 fled to the West. Nagy was later executed and a pro-Russian government was installed, led by Kadar
- The USSR's actions in Hungary showed that Khrushchev's criticism of Stalin did not mean any change in the USSR's determination to keep control of Eastern Europe as a buffer zone and to preserve the Iron Curtain and maintain strict political control over Eastern Europe.

### **Czechoslovakia, 1968**

- Economic problems in Czechoslovakia led to political protest in early 1968. A new communist leader, Alexander Dubček introduced economic reforms and a relaxing of political control while remaining loyal to the USSR. He called his reforms 'Socialism with a human face'
- Dubček wanted to hold free elections and reduce censorship. However, Brezhnev, leader of the USSR, expressed concern about these reforms, known as the 'Prague Spring'
- He feared that other countries in Eastern Europe would demand greater freedom and the USSR's sphere of influence would be undermined
- On 20 August 1968, 400 000 troops from the USSR and four other Warsaw Pact countries invaded Czechoslovakia 'to restore order'. The USSR claimed that it was responding to appeals from 'loyal' Czech communists. The Czechs put up passive resistance and Dubček was arrested and resigned as Czech communist leader in April 1969. He was replaced by Gustav Husak, who was obedient to Russian control.

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.

AVAILABLE  
MARKS

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 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               |
|  | <b>Section B</b> | <b>20</b>       |
|  | <b>Total</b>     | <b>55</b>       |