



*Rewarding Learning*

**General Certificate of Secondary Education  
2017**

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## **History**

**Unit 2: The Cold War 1945–1991**

**Foundation Tier**

**[GHT21]**

**WEDNESDAY 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 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 2017

## 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 response of the USA to the spread of communism in Asia, 1949 to 1965.**

**(a) Study Source A.**

Give **two** reasons from **Source A** to explain why the USA was worried by the actions of the USSR in Asia.

**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 China had become communist in 1949 and that in 1950, the USSR and China had signed a Treaty of Friendship
- We are told that US spies believed that Stalin was supporting communists throughout Asia. This worried the US government as they feared the domino theory, that if one country fell under communist control, all countries in Asia would follow.

**[1]** mark for each valid reason

**[1]** mark for development of each valid reason

Any other valid reason **[4]**

**(b) Study Source B.**

Give **three** reasons from **Source B** to explain why the USA became involved in Vietnam by 1965.

**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:

- Johnson stated that the people of Asia could not resist communism by themselves
- He said that the people of South Vietnam were under communist attack and that the USA had a duty to protect them

- He believed that without US help, democracy would be weakened throughout Asia
- Without US support, Vietnam and the rest of Asia would fall under communist control.

[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 showing the reasons why the USA became interested in South East Asia during the 1950s?

**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 President Eisenhower of the USA speaking in 1953. Candidates may explain that makes this source very useful as the President gives a very clear statement about why the USA needs to maintain its influence in South East Asia in the 1950s, concentrating on economic reasons. However, the source is limited as Eisenhower does not mention anything about fear of communism in Asia or the USA's policy of containment. Candidates 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 C in greater detail. Candidates will use the source and their 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:

- This is a very useful source because of the date; it is a primary source,

an extract from a speech made in 1953, explaining US policy in South East Asia at that time

- It is useful because of the author, the US President, Eisenhower. As leader of the USA, the President will have a very good knowledge of the reasons for US involvement in South East Asia
- Eisenhower's audience is made up of US politicians so he will want to give them an accurate account of US reasons
- Eisenhower provides very useful information. The source tells us that the USA needs raw materials from South East Asia. Eisenhower states that these are very important to US industry
- However, the source does have some limitations. We know that the USA had other reasons for involvement in South East Asia, such as its desire to contain the spread of communism. This is not mentioned by Eisenhower.

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 actions of the USA in Asia from 1950 to 1965.

**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 why there are different views about the reasons for the actions of the USA in Asia from 1950 to 1965.

Candidates 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**

- Source A is the view of a modern historian. It is a secondary source. The job of an historian is to give a factual and well-researched account of events. Here he explains his view of the reasons why the USA was worried about events in Asia and why they had to take action there
- He explains that the USA saw the victory of the communists in China as a defeat, because the USA had been supporting their enemies, the nationalists. Communist China and the USSR signed a Treaty of Friendship in 1950
- US spies told President Truman that Stalin was trying to spread communism throughout Asia. The USA believed in the domino theory
- The historian tells us that these were the reasons for the USA's decision to become more involved in South East Asia in the period from 1950 to 1965
- Candidates may use some of their own knowledge to develop some of the points above.

#### **Source B**

- Source B is the view of President Johnson. In this source he is speaking to the American people in 1965, 15 years after the events described in Source A. He gives an American view of the situation in Asia by 1965
- Although this source relates to 1965, Johnson agrees with the view in Source A. He states that communism in Asia is growing in strength
- He says that the non-communist countries of Asia need help from the USA. His view is that without US help, they will all fall under communist control
- He says that the USA must act to protect the people of South Vietnam
- Candidates may use some of their own knowledge to develop some of the points above.

#### **Source C**

- Eisenhower, President of the USA in 1953, is the author of Source C. He provides a US view of the situation at that time
- His view is different to that of Sources A and B. He talks about the raw materials, rubber, tin and tungsten, which are so important to US industry

- He says that this is why the USA sends millions of dollars to help the people of this area
- Eisenhower believes that the USA must maintain its influence in South East Asia at any cost
- Candidates may use some of their own knowledge to develop some of the points above.

**Source D**

- Source D is a map from a history textbook produced by a British historian. It shows Cold War trouble spots in Asia
- The map shows how the USSR is giving aid to communist North Korea and to communist North Vietnam, supporting the view in Source A
- It shows us that the USA is giving aid to South Korea and to South Vietnam, supporting the views in Sources B and C
- The map also shows how much of Asia is under communist control
- Candidates may use some of their own knowledge to develop some of the points above.

Any other valid point

[15]

35

**Section A**

35

AVAILABLE  
MARKS

**Section B**

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

In **all** questions a maximum of **5 additional marks** is available for the use of spelling, punctuation and the accurate use of grammar.

**2 Explain how the USA responded to the spread of communism in Europe between 1945 and 1956.**

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

- **The Truman Doctrine and the Marshall Plan, 1947 to 1949**
- **The Berlin Airlift and NATO, 1948 to 1949**
- **Uprising in Hungary and the US response, 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 the actions of the USA to contain the spread of communism in 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 the actions of the USA in containing the spread of communism in 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:

### **The Truman Doctrine and the Marshall Plan, 1947 to 1949**

- After World War Two ended in 1945, the USA did not understand the importance that the USSR placed on security and creating a sphere of influence in Eastern Europe. Soviet control of Eastern Europe was termed the 'Iron Curtain' by Winston Churchill in his famous Fulton Speech. By 1947 the Iron Curtain was a reality in Europe
- In March 1947 Truman declared that the USA would contain the spread of communism and help any country threatened by communism. This policy was known as the Truman Doctrine. The USA gave \$400 million to help Greece and Turkey contain communism. The Truman Doctrine meant that the USA now followed a more active foreign policy, based on containing the spread of communism
- The Marshall Plan of June 1947 provided American financial aid to help the recovery of Europe after World War Two and make it easier to resist communism. Marshall said: 'communism thrives on the evil soil of poverty'. The Marshall Plan and the Truman Doctrine were closely connected: 'two halves of the same walnut'
- Marshall Aid provided \$13 billion to 16 countries to stimulate economic recovery. It took the form of goods such as machinery and fertilisers and helped rebuild roads, railways and homes destroyed during the war. Industrial production in Western Europe increased by 25% by 1950 and communism lost its popular appeal in Western Europe.

### **The Berlin Airlift and NATO, 1948 to 1949**

- The introduction of a new currency, the Deutschmark in the Western zones was disliked by the USSR. West Germany and West Berlin received \$1.3 billion through the Marshall Plan and had started economic recovery while living conditions in the Soviet zone remained poor. Stalin feared that this would increase discontent in East Germany
- In June 1948 Stalin blocked off all road and railway links from West Germany to West Berlin. The Berlin Blockade was the first open conflict between the USA and the USSR in the Cold War. The USA was determined to resist what it saw as an attempt by the USSR to drive the Allies out of West Berlin
- The USA decided to airlift supplies but avoided direct confrontation with the USSR. The population of West Berlin depended on food and fuel flown in by America and Britain. The airlift lasted 324 days, with up to 13 000 tons supplied each day. The Airlift showed that the USA was determined to ensure that containment worked and to prevent the spread of communism to West Berlin
- In April 1949 the USA set up NATO, a military alliance to ensure a united front by the west against the USSR's attempts to spread communism.

### **Uprising in Hungary and the US response, 1956**

- In October 1956 students in Hungary led protests against the oppressive rule of the Communist Party. Nagy, a moderate communist, replaced Rakosi but his reforms threatened communist control and 6000 USSR tanks invaded to restore control
- The USA protested at the USSR's crushing of the Hungarian Uprising but no action was taken. This highlighted the reluctance of the USA to challenge the

USSR in its sphere of influence

- Nagy's supporters expected help from the USA but this event coincided with the election for president in the USA. Another reason for the USA's reluctance to get involved was the Suez Crisis, which threatened to escalate to a wider conflict
  - Eisenhower was criticised in the USA for abandoning Nagy and the Hungarian rebels. He did not want to risk war against the USSR and accepted that Hungary was in the USSR's sphere of influence.
- 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]

**3 Explain how relations between the USA and the USSR changed between 1961 and 1979.**

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

- **The Berlin Wall, 1961**
- **Czechoslovakia and the Brezhnev Doctrine, 1968**
- **Détente in the 1970s**

**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 changes in relations between the USA and the USSR.

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 changes in relations between the USA and the USSR.

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 Wall, 1961**

- The city of Berlin was a source of tension as it was the only place where people from east and west had open contact as the Cold War deepened. During the 1950s over 2 million East Germans, mainly young skilled workers, used West Berlin as an escape route to the 'Golden West'. Khrushchev feared that this would destabilise East Germany. At the Vienna Summit in June 1961, Khrushchev asked the USA for an agreement that would give the

- USSR control of Berlin, but this was rejected by the USA
- On 13 August 1961, East German police sealed off all crossing points from East Berlin to the Western sectors, first with a barbed wire fence which was quickly replaced by a concrete wall. This stopped all movement and the Berlin Wall remained a stark symbol of the USSR's determination to control Eastern Europe until its collapse in 1989
- The West protested in vain but did not try to take the Wall down. President Kennedy made a defiant visit to West Berlin in 1963. The Wall was patrolled by armed guards and lookout posts and hundreds of East Berliners were killed while attempting to escape.

### **Czechoslovakia and the Brezhnev Doctrine**

- In 1968 growing economic problems in Czechoslovakia, the most industrially-developed country in Eastern Europe, led to discontent about Soviet control. The unpopular hardline leader, Novotny, was replaced by Alexander Dubček who announced a programme of economic and social reforms called the Prague Spring. He aimed to achieve 'Socialism with a human face' and reassured the USSR that Czechoslovakia wished to remain loyal to Communism and stay in the Warsaw Pact
- These reforms worried Brezhnev, the Soviet leader, who feared that they would threaten the USSR's control over Eastern Europe. When Dubček ignored Soviet concerns and continued with his programme of reform Brezhnev ordered 400 000 Warsaw Pact soldiers to invade Czechoslovakia. The Czechs wished to avoid the bloodshed of the Hungarian Rebellion and offered only passive resistance
- Dubček was summoned to Moscow and on 28 August agreed to end the Prague Spring. He was later sacked and replaced by Husak, who was loyal to the USSR
- In November 1968, the Brezhnev Doctrine stated that countries in Eastern Europe had to remain communist and under Soviet control to ensure the security of the USSR and the Warsaw Pact. The West was sympathetic but took no action. The USA was heavily involved in Vietnam and accepted that, like Hungary, Czechoslovakia was in the USSR's sphere of influence. The Brezhnev Doctrine led to a deterioration in relations between the USA and the USSR.

### **Détente in the 1970s**

- Détente was an improvement in relations between the USA and the USSR which began after the Cuban Missile Crisis and lasted for most of the 1970s. The USA and the USSR met in a series of summit meetings and important agreements on arms limitation and trade were reached
  - In the Strategic Arms Limitation Treaty (SALT 1), both superpowers agreed to limit the number of certain types of weapons
  - The USSR recognised West Germany as a country and in the Helsinki Agreement of 1975 agreed to improve human rights. In return the USA accepted the existing borders in Europe. The West also agreed to export much-needed grain to the USSR
  - However, détente ended with the Soviet invasion of Afghanistan in 1979 and SALT 2, in which both the USA and the USSR had agreed to further limits on weapons, was never approved by the US Congress.
- 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
<b>Section B</b>	<b>20</b>
<b>Total</b>	<b>55</b>