



General Certificate of Secondary Education  
2017

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## History

Unit 2: The Cold War 1945–1991

Higher Tier

[GHT22]

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

## Higher Tier

## Mark Scheme

AVAILABLE  
MARKS

The detail given in the Mark Scheme is for **teacher guidance** and candidates are not expected to cover **every** point suggested.

## Section A

**1 This question is about the response of the USA to the spread of communism in Asia, 1949 to 1965.**

**(a) Study Source A.**

What does **Source A** tell us about why the USA felt threatened by events in Asia by 1950?

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

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

**Level 1 ([1])**

Answers at this level will include information copied from Source A or paraphrased; for example, Source A tells me that the US government was afraid that communism would spread throughout Asia.

**Level 2 ([2]–[3])**

Answers at this level will include relevant information from Source A and make inferences but do not directly state why the USA felt threatened by events in Asia by 1950.

For example, Source A tells me that China became communist in 1949 and in 1950 the USSR and China signed a Treaty of Friendship.

- Award **[2]** marks for one unsupported inference
- Award **[3]** marks for two unsupported inferences

**Level 3 ([4])**

Answers at this level will use the content of Source A to make a supported inference to describe why the USA felt threatened by events in Asia by 1950. For example, Source A tells us that China had become communist in 1949, defeating the Chinese Nationalists, who had been supported by the USA. Soon afterwards China and the USSR signed a Treaty of Friendship. Both these events worried the USA as the Treaty of Friendship showed how communism was spreading in Asia. The source goes on to tell us that US spies believed that Stalin was supporting communists throughout Asia. The US government feared the domino theory, that if one country fell under communist control, all countries in Asia would follow. This is why the USA felt threatened.

Any other valid point

[4]

**(b) Study Sources A and B.**

How far does **Source A** support Johnson's fears in **Source B** that "Asia will fall under communist control"?

**Target AO3:** Understand, analyse and evaluate a range of source material to show similarity and difference as part of an historical enquiry.

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

**Level 1 ([1]–[2])**

Candidate is able to select one piece of information showing similarity and/or difference from either source but fails to develop similarity and/or difference. No attempt at a judgement will be made as to how far Source B supports the view in Source A.

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 ([3]–[4])**

Candidates will analyse both sources for points of similarity and difference. An attempt at a judgement will be made as to how far Source B supports the view in Source A.

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

**Level 3 ([5]–[6])**

Candidates will analyse both sources for points of similarity and difference. A reasoned judgement will be made as to how far Source B supports the view in Source A.

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.

Some of the following points may be made:

- Source A supports Johnson's view in Source B because it states that communism had spread to China in 1949 when the communists defeated the nationalists
- Source A also supports Source B as it tells us that US spies believed that Stalin was supporting communists throughout Asia, so helping to spread communism
- Source A also supports Source B as it mentions the US belief in the domino theory that countries in Asia would fall to communism like a row of dominoes
- Therefore there is strong support for Johnson's view from Source A. However, Source A also says that some of Truman's advisors believed that Stalin was more concerned about security than taking over other countries, so this does not fully support Source B.

Any other valid point

[6]

- (c) How **useful** and **reliable** is **Source C** in explaining US motives for increasing its involvement in South East Asia in this period?

**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])**

Answers will provide a vague, general account of the content of Source C with little attempt to address the question. Candidates at this level may discuss the content of the source but may not give any indication of the utility and/or reliability of Source C. There will be little or no use of own knowledge. 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]–[6])**

Answers at this level will discuss the reliability and/or utility of the source in explaining US motives for increasing involvement in South East Asia in this period. Candidates may point out that it is a primary source and discuss the value of this. They may begin to make observations on the authorship. For example, they could mention that the source is from President Eisenhower, leader of the USA, his motivation for making the speech and how this affects utility and reliability. Candidates will use some of their own knowledge to explain the background; for example, the USA had played a major role in the war in Korea which ended in 1953, and had helped to stop communism spreading to the South.

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 ([7]–[9])**

Answers at this level will discuss fully the reliability and usefulness of Source C. They will make a reasoned judgement as to how useful and reliable Source C is in explaining US motives for increasing involvement in South East Asia in this period. Candidates will use 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 ([6]) AO3**

Some of the following points may be made:

- The content of Source C is useful because it says that South East Asia provides important raw materials, such as rubber, tin and tungsten which are needed by the US economy

- Source C would be a very useful source as the author, President Eisenhower, is the leader of the USA and so would have a clear understanding of the policy of the USA in South East Asia
- It is useful because it is a primary source. Eisenhower is speaking in 1953, when the USA was committed to stopping the spread of communism in Asia. The Korean War ended then but the USA was also giving help to the French who were fighting the communists in Vietnam
- The source gives useful information about the motives of the USA. Eisenhower explains the economic importance of South East Asia to the USA.
- Eisenhower states clearly that the USA is committed to maintaining its influence in South East Asia
- However, while this is a very useful source, it may not be completely reliable in explaining US motives
- In this source, Eisenhower talks only about the economic importance of South East Asia. The US had other motives as well, for example their commitment to stopping the spread of communism in the area
- The USA feared the domino theory, that if they did not remain involved, then the countries of South East Asia would fall under communist control, like a row of dominoes.

Any other valid point

[9]

- (d) “The USA increased its involvement in Asia in this period to prevent the peoples of Korea and Vietnam from falling under communist control.”

Using **Sources A, B, C and D** and **your own knowledge** explain whether you agree with this interpretation of the actions and policies of the USA in South East Asia in the period 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])**

A weak, generalised response which does not always address the question. Candidates at the lower end of this level may extract limited information from one source which outlines the reasons why the USA increased its involvement in South East Asia in the period from 1950 to 1965. Candidates may include some general points from their own knowledge which will enable them to achieve marks in the mid-upper end of this level. Explanation, if any, will be limited.

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 demonstrate an understanding of the different

views about the reasons for increased involvement by the USA in South East Asia but may show limited own knowledge or understanding of the reasons why these views are held. Candidates can access marks at the higher end of this level if they attempt to use the sources to reach a conclusion about the reasons for the range of views which they give. Candidates will make close reference to the sources and will use some of their own knowledge to support their answer.

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])**

Candidates at this level will demonstrate a clear understanding of the reasons for the increased involvement of the USA in South East Asia as outlined in the sources. They will show a clear understanding of the reasons why the authors held different views. At the top of this level candidates will use their own knowledge to make a reasoned judgement about the interpretation in the question and make reference to the sources to support their explanation and conclusion reached.

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 is written by a modern historian and agrees with the interpretation. He gives a very clear and accurate explanation of the reasons for US concerns about developments in Asia. He describes how the USA saw the victory of the communists in China as a defeat because they had been supporting the nationalists. The USA became even more alarmed when China signed a Treaty of Friendship with the USSR in 1950. They also believed that Stalin was trying to spread communism throughout Asia and so feared that the domino theory was about to happen. For these reasons the USA believed that it had to take action. Candidates could use their own knowledge to explain that the commitment which the USA had made in the Truman Doctrine to contain the spread of communism was to be extended to Asia. Between 1950 and 1953, the USA played a leading role in the UN force sent to defend South Korea from the attempted takeover by the communist North. The historian gives an objective and impartial view of events
- Source B is an extract from a televised speech made by President Johnson to the American people in 1965. Source B agrees with the interpretation. Johnson states that communism in Asia is growing in strength and ambition. He does not believe that the non-communist countries can resist without help from the USA. Candidates could use their own knowledge to explain that 1965 was the year that Johnson sent US troops into Vietnam to help the South Vietnamese in the war against the communist North. Johnson believes that the USA had a duty to support the non-communist countries in Asia. Johnson provides an American viewpoint and was critical of the USSR
- Eisenhower gives a different interpretation in Source C. He focuses on the economic importance of South East Asia to the USA. He lists the raw

		AVAILABLE MARKS
<p>materials which are important to US industry, stating that the USA must maintain its influence in the area at any cost. Candidates could use their own knowledge to explain that at this time the USA was giving financial support to the French in Vietnam in an attempt to defeat the communist forces led by Ho Chi Minh. They could go on to explain that when the French were defeated in 1954 the USA began to send aid to the government of South Vietnam. Eisenhower was trying to protect American interests in the area</p> <ul style="list-style-type: none"> <li>• Source D is a map taken from a British history text book aimed at giving an impartial viewpoint. It shows how communism has spread in Asia and helps us to understand the interpretations in Sources A, B and C. It illustrates Cold War trouble spots in Asia. The map indicates clearly the involvement of both the USSR and the USA in Asia. It shows how the USSR is giving aid to communist North Korea and to communist North Vietnam, supporting the interpretation in Source A. It shows us that the USA is giving aid to South Korea and to South Vietnam, supporting the interpretations in Sources B and C</li> <li>• Candidates will use the sources and their own knowledge to support their decision about whether or not they agree with the interpretation in the question.</li> </ul> <p>Any other valid point</p>	[15]	34
<b>Section A</b>		<b>34</b>

**Section B**

Any **one** question from this section.

In **both** 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 USSR's attempts to gain control of and spread communism in Eastern Europe between 1945 and 1961.**

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

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

**Level 1 ([1]–[5])**

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 responded to the attempts of the USSR to gain control of and spread communism in Eastern Europe between 1945 and 1961.

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])**

Developed but limited explanation which goes beyond Level 1 by providing a more accurate account of how the USA responded to the attempts of the USSR to gain control of and spread communism in Eastern Europe between 1945 and 1961. 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 details of how the USA responded to the USSR's attempts to gain control of and spread communism in Eastern Europe between 1945 and 1961. 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 ([11]–[16])**

Well-informed, accurate explanation and a clear and coherent analysis of how the USA responded to the USSR's attempts to gain control of and spread communism in Eastern Europe between 1945 and 1961. Answers will demonstrate a sound understanding and provide a detailed explanation of how the USA responded to USSR attempts to gain control of and spread communism in Eastern Europe between 1945 and 1961. 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**

Answers may include some of the following:

### **Development of tensions, 1945–1948**

- In 1945 Stalin acted to create a Soviet sphere of influence or buffer zone in Eastern Europe. The USA became increasingly concerned by the ruthless tactics of the USSR to ensure communist control of government in most countries in Eastern Europe. The Kennan Telegram in February 1946 painted a menacing picture of Stalin's aggressive intentions to spread communism in Europe. President Truman and American opinion were also influenced by Winston Churchill's 'Iron Curtain' speech in March 1946
- In March 1947 the Truman Doctrine marked a significant change in the USA's attitude to the spread of communism in Europe. It recognised that communist control of Eastern Europe was a reality but committed the USA to taking a more active role in preventing the spread of communist control. This was the policy of containment
- The Marshall Plan was developed soon afterwards. It provided Europe with \$13 billion for economic reconstruction. The western zones of Germany and Berlin prospered under the Marshall Plan. The Truman Doctrine and Marshall Plan worsened relations between the USA and the USSR and contributed to the development of the Cold War.

### **Berlin and NATO**

- A key example of the USA's new approach was its response to Stalin's attempt in 1948 to force the western allies to leave West Berlin by blocking access to road, rail and canal links to the rest of Germany. The USA regarded this as a challenge to the Truman Doctrine. The Berlin Airlift was the USA's response. The airlift lasted 324 days, with up to 13 000 tons daily of food and fuel supplied by air. The success of the Berlin Airlift showed the USA's determination not to give up West Berlin
- The Airlift made the USA realise its key role in the defence of Western Europe and in 1949 it set up NATO [North Atlantic Treaty Organisation]. NATO was based on the principle that a Soviet attack on one member would be treated as an attack on all of them. The creation of NATO led the USSR to create its own military alliance in Eastern Europe in 1955, called the Warsaw Pact.

### **Increasing tensions, 1950–1961**

- In the 1950s the Cold War continued as the USA and the USSR developed more powerful nuclear missiles and embarked on a nuclear arms race. President Eisenhower and his Secretary of State, John Foster Dulles, publicly adopted a tough stance against the spread of communism. However, the USA did not provide help to Hungary in 1956 in case it triggered war with the USSR. The USA recognised that Hungary was in the USSR's sphere of influence
- The city of Berlin was the only place where people from east and west had open contact during the Cold War in the 1950s. The difference in living standards between East and West was clearly seen in Berlin. During the 1950s over 2 million East Germans used Berlin as an escape route to the 'Golden West'
- The USA refused to agree to Khrushchev's attempts to sign an agreement that would give the USSR control of West Berlin. Khrushchev feared that the loss of young, skilled workers would destabilise East Germany and, in

the longer term, Soviet control over Eastern Europe. In August 1961, East German police built a concrete wall to stop all movement between the Soviet sector and the West. The USA protested but made no attempt to remove the wall.

Any other valid point [16]

**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 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 question. Where required, candidates use a wide range of specialist terms adeptly and with precision. [5]

**3 Explain how relations changed between the USA and the USSR in the period 1968 to 1985.**

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

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

**Level 1 ([1]–[5])**

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 relations changed between the USA and the USSR in the period 1968 to 1985.

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])**

Developed but limited explanation which goes beyond Level 1 by providing a more accurate account of how relations changed between the USA and the USSR in the period 1968 to 1985. 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 relations changed between the USA and the USSR in the period 1968 to 1985. 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 ([11]–[16])**

Well-informed, accurate explanation and a clear and coherent analysis of how relations changed between the USA and the USSR in the period 1968 to 1985. Answers will demonstrate a sound understanding and provide a detailed explanation of how relations changed between the USA and the USSR in the period 1968 to 1985. 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**

Answers may include some of the following:

**Czechoslovakia, 1968**

- Economic problems in Czechoslovakia led to political protest in early 1968 and a new communist leader, Alexander Dubček, took office. He 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's reforms worried the USSR. Brezhnev, the leader of the USSR in 1968 was concerned that other countries in Eastern Europe would demand greater freedom and the USSR's control 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 Czechs used passive resistance and Dubček was forced to resign in April 1969. The USA protested but made no attempt to help Czechoslovakia.

### **The Brezhnev Doctrine**

- The Brezhnev Doctrine in November 1968 stated that any country in Eastern Europe that introduced economic or political reform would be invaded by Warsaw Pact countries
- It marked an important statement of the USSR’s determination to maintain control of Eastern Europe. The new Czech leader, Husak, was obedient to Soviet control. The Brezhnev Doctrine saw relations deteriorate between the USA and the USSR.

### **Détente**

- During the 1970s détente led to an improvement in relations between the USA and USSR. A series of summit meetings between the superpowers resulted in important agreements on arms limitation and trade
- The Strategic Arms Limitation Treaty (SALT 1) was signed, in which 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 USSR had agreed to further limits on weapons, was never approved by the US Congress. A Second Cold War had begun.

### **Changing Relations 1980 to 1985**

- Relations worsened when Ronald Reagan became President of the USA in 1981. He condemned the USSR as an ‘evil empire’ and increased spending on weapons
- In 1985 Mikhail Gorbachev became the new leader of the USSR. He realised that the USSR could no longer afford to compete with the USA in weapons production. The USSR’s economy needed reform and this would mean cuts in spending on defence
- This led to an improved relationship with the West as Gorbachev adopted a new approach in foreign policy, stating his willingness to negotiate with the USA.

Any other valid point.

[16]

### **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 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 question. Where required, candidates use a wide range of specialist terms adeptly and with precision.

		AVAILABLE MARKS
	[5]	16
	SPaG	5
	<b>Section B</b>	<b>21</b>
	<b>Total Paper Marks</b>	<b>55</b>