

GCE

History A

Unit : Y223/01 The Cold War in Europe 1941 - 1995

Advanced GCE

Mark Scheme for June 2018

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following made a greater contribution to the development of a 'new Cold War' between the USSR and the West in the years 1979-1984?</p> <p>(i) The Soviet invasion of Afghanistan in 1979 (ii) The election of President Reagan in 1980</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with the invasion of Afghanistan answers might consider its importance in abruptly ending the process of <i>détente</i>. • Answers might consider America's decision to support the Afghan rebels against the USSR. • Answers might also consider the fact that western attitudes were hardening against the USSR and frustration with detent emerging prior to the invasion. • In dealing with the election of Reagan answers might consider Reagan's refusal to compromise with the USSR or accept the status quo. • Answers might consider Reagan's decision to ramp up the arms race. • Answers might consider that the escalation of tensions between the USSR and the West predated his election. 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to the development of the new Cold War 1979-84. • Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels marks scheme.

Question		Answer/Indicative content	Mark	Guidance
1	(b)*	<p>“The Cold War came to an end in 1989 because of the actions of the USA.” How far do you agree?</p> <p>In arguing that the actions of the USA were responsible, answers might consider:</p> <ul style="list-style-type: none"> • The attitude and leadership of Reagan. • American investment in the arms race, particularly the ‘Star Wars’ initiative. • The way in which the USA influenced the actions of other Western powers such as Great Britain. <p>In assessing other reasons, answers might consider:</p> <ul style="list-style-type: none"> • The economic problems facing the USSR and the challenges these posed to the communist model in the USSR and the Eastern Europe. • The over-stretched nature of Soviet foreign policy and the difficulties of sustaining this. • The failure of the USSR to keep up in the arms race. • The role of Gorbachev and his policies of Glasnost and Perestroika. • The second phase of <i>détente</i> 1985-88. • The role of opposition movements in Eastern Europe. • The role of other political and religious leaders, such as Pope John Paul II. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on assessing the reasons, but at Level 4 may simply list the reasons. • At Level 5 and above there will be judgement as to the relative importance of the reasons. • At higher levels candidates might establish criteria against which to judge the reasons • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question		Answer/Indicative content	Mark	Guidance
2	(a)	<p>Which of the following was a greater cause of tension between the USSR and the West over Germany in the years 1946-55?</p> <p>(i) The post-war division of Germany into four zones (ii) Stalin's decision to blockade Berlin in 1948</p> <ul style="list-style-type: none"> • In dealing with the division of Germany into 4 zones, answers might consider the cooperation between the Allies leading the merging of zones, and the concern this caused Stalin. • Answers might consider disagreements between the USSR and the West over the ideal political and economic development of Germany played out in the different zones. • Answers might also consider the division of Germany to be symptomatic of deeper tensions, rather than a direct cause of them. • In dealing with the Berlin Blockade, answers might consider that it was the first real Cold War flashpoint. • Answers might consider the short-term and long-term Allied responses in airlifting supplies to Berlin and then creating the FDR. • Answers might also consider the Blockade as the consequence of ongoing tensions, not the cause of them. 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to causes of tension between the USSR and the West over Germany in this period. • Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels marks scheme.

Question		Answer/Indicative content	Mark	Guidance
2	(b)*	<p>“There was very limited improvement in relations between the USSR and the West in the years 1963-79 despite the process of Détente.” How far do you agree?</p> <p>In arguing that improvement in relations was limited, answers might consider:</p> <ul style="list-style-type: none"> • The limitations in agreements about the arms race, particularly the broad failure of the SALT Treaties. • The limitations of the Helsinki agreement, with the status quo largely remaining. • Many of the advancements, particularly in the cultural and sporting arena, were largely propaganda exercises rather than representing real change. • Ongoing geopolitical divisions between the two powers, for example in the Arab-Israeli War of 1973. • The lack of buy-in for <i>détente</i> amongst both ordinary people and the political elite on both sides. • The Soviet invasion of Afghanistan in 1979, which was done without the knowledge of the West and which resulted in a major breakdown of relations. <p>In arguing that relations improved, answers might consider:</p> <ul style="list-style-type: none"> • Improved relations between the leaders of the major powers, for example Nixon’s visit to the USSR. • Moves towards arms limitation, with a Nuclear Non-Proliferation Treaty being signed in 1969, the SALT 1 Treaty being signed in 1972 and SALT 2 in 1979. • The Helsinki Agreement of 1975 which reached agreement on geopolitical issues (Soviet control of Eastern Europe), developed trade links and gained Soviet agreement to respect human rights. • The impact of Brandt’s Ostpolitik on relations between 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the reasons. • At Level 5 and above there will be judgement as to the relative importance of the reasons. • At higher levels candidates might establish criteria against which to judge the reasons. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer/Indicative content	Mark	Guidance
	<p>West German and the USSR.</p> <ul style="list-style-type: none">• The establishment of cultural and sporting connections between the USSR and the West and some co-operation in the space race.• The lack of a major crisis or flashpoint between 1963 and 1979.		

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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