

INTERNATIONAL GCSE

History (9-1)

EXEMPLARS WITH EXAMINER COMMENTARIES
PAPER 1

Pearson Edexcel International GCSE in History (4HI1)



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Introduction

1.1 About this booklet

This booklet has been produced to support teachers in delivering the Pearson Edexcel International GCSE in History (4HI1) specification. The Paper 1 exemplar materials will enable teachers to guide their students in the application of knowledge and skills required to successfully complete this course. The booklet looks at questions 3, 5 and 6 from the June 2019 examination series, showing real candidate responses to questions and how examiners have applied the mark schemes to demonstrate how student responses should be marked.

1.2 How to use this booklet

Each item covered in this booklet contains:

- Question
- Mark scheme
- Exemplar responses for the selected question
- Exemplification of the marker grading decision based on the mark scheme, accompanied by examiner commentary including the rationale for the decision and guidance on how the answer can be improved to earn more marks.

The examples highlight the achievement of the assessment objectives at lower to higher levels of candidate responses.

Centres should use this content to support their internal assessment of students and incorporate examination skills into the delivery of the specification.

1.3 Further support

A range of materials is available from the Pearson qualifications website to support you in planning and delivering this specification.

Centres may find it beneficial to review this document in conjunction with the Principal Examiner's Report and other assessment and support materials available on [the Pearson Qualifications website](#).

1.4 Assessment objectives

This document references the assessment objectives, which are as follows:

		% in International GCSE
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied	34%
AO2	Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts	36%
AO3	Use a range of source material to comprehend, interpret and cross-refer sources	15%
AO4	Analyse and evaluate historical interpretations in the context of historical events studied	15%

Question 3(a)

Germany: development of dictatorship, 1918-45

- (a) What impression does the author give about the French occupation of the Ruhr?

Mark scheme

3: Germany: development of dictatorship, 1918–45

3 (a)	<p>What impression does the author give about the French occupation of the Ruhr?</p> <p>You must use Extract C to explain your answer.</p> <p>Target: A04 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <p>The author gives the impression that the French occupation of the Ruhr was harsh.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none">• The extract says that 'the French took the law into their own hands and occupied the Ruhr'• The language the author uses, including 'savagely' and 'outraged'• The author has selected evidence that shows the negative aspects of the occupation and ignores the fact that the occupation saw the smooth removal of materials to France and Belgium, which was its main objective.	

Question (a)

Target: AO4 (6 marks): Analyse and evaluate historical interpretations in the context of historical events studied.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">• Simple, valid comment is offered about an impression. or <ul style="list-style-type: none">• Simple comprehension of the extract is shown by the selection or paraphrase of some content to imply an impression.
2	3–4	<ul style="list-style-type: none">• Answer offers valid comment that infers an impression. Comprehension and some analysis of the extract is shown by selecting material to support the inference.
3	5–6	<ul style="list-style-type: none">• Answer explains the impression given, analysing the author's selection and treatment of material in the extract to support the explanation.

Exemplar response A

(a) The author gives the impression that the French Occupation of the Ruhr was a brutal event whereby France and Belgium imposed their rule over the Germans.

This is evident from the author's choice of language. For instance, the use of the adjective "savagely" conveys the violence and brutality of the occupation. Furthermore, the continuous use of violent verbs such as "expelled... beat" and "executed" shows the domineering nature of France's rule.

The impression is also conveyed through the author's choice of content. For instance, the author only includes details on the occupation of the Ruhr by "60,000 French and Belgian soldiers" and the troops' actions such as executions. The author in fact omits to include any context to the occupation such as Germany defaulting reparations payment in December 1922. This places the overall emphasis of the extract on the French and Belgium's violation of German rights, hiding Germany's partial responsibility.

Examiner's comments:

This response was given 6 marks.

The answer has a clearly inferred impression about the French occupation of the Ruhr which is that the occupation 'was a brutal event whereby France and Belgium imposed their rule over the Germans'.

This inference is then supported by selected examples from the extract, e.g. 'savagely', 'beat', 'expelled' and 'executed'. There is also a consideration and analysis of the author's selection and treatment of material in the extract. The candidate indicates that the author includes details of the occupation, e.g. '60,000 French and Belgian soldiers', but omits evidence such as 'Germany defaulting reparations payment', which suggests that the author has focused only on French and Belgian 'violation of German rights' in order to create an impression of the occupation of the Ruhr.

The answer, therefore, fully satisfies the mark scheme requirements of Level 3 and was awarded the maximum mark.

Exemplar response B

(a) Extract C gives the impression that the French and the Belgians "expelled" and "arrested" German mine owners, and that Germany ~~that~~ workers were forced out of work. This is true and it caused major economic problems for Germany.

Another impression that extract C gives is that "the whole of Germany was outraged by the occupation". This was also true, ^{but} the Weimar government had no power to stop it and just encouraged workers to strike.

Extract C also suggests that the French "occupied the Ruhr". This is true, and in 1922 when they entered the Valley workers were outraged, causing strikes and other protests to occur.

Examiner's comments:

This response was given 2 marks.

The answer does not have a clearly inferred impression. The answer has some comprehension and paraphrasing of the extract, e.g. 'expelled', 'arrested' and 'the whole of Germany was outraged by the occupation'. The answer moves away from the focus of the question with brief consideration of what the effect of occupation was, e.g. 'major economic problems for Germany'; however, this is not based on the content of the extract. Therefore, the answer does not move out of Level 1 of the mark scheme and was awarded 2 marks. If an impression had been clearly inferred and the comprehension that is in the answer used to support the inference, then a mark within Level 2 of the mark scheme would have been awarded.

Question 3(b)

Germany: development of dictatorship, 1918-45

(b) Explain two effects of the Locarno Treaties on Germany.

Mark scheme

Question	Mark scheme
3 (b)	<p>Explain two effects of the Locarno Treaties on Germany.</p> <p>Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• The Locarno Treaties made Germany more secure, as they were a mutual guarantee of the Franco-German and Belgian-German borders, signed with Britain and Italy as guarantors• The Locarno Treaties made Germany feel safe in relation to France as they stated that all parties agreed not to use force in order to alter the guaranteed borders• Germany felt as if it was now a respected European nation as the Locarno Treaties admitted Germany into the League of Nations.	

Question (b)

Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">• Simple comment is offered about consequence(s). [AO2]• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–5	<ul style="list-style-type: none">• Features of the period are analysed to explain consequences. [AO2]• Specific information about the topic is added to support the explanation. [AO1] <p>Maximum 4 marks for an answer dealing with only one consequence.</p>
3	6–8	<ul style="list-style-type: none">• Features of the period are analysed to explain consequences and to show how they led to the outcome. [AO2]• Accurate and relevant information is included to support the explanation, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p>No access to Level 3 for an answer dealing with only one consequence.</p>

Exemplar response A

(b) One effect of the Locarno Treaties were an easing of tensions between the European nations. The treaties were signed in 1925 by Stresemann and various other European nations such as France and Italy ~~which~~ whereby Germany accepted ~~its~~ borders established after WW2 ^{which all} ~~this showed to~~ ^{the} ~~international~~ ^{countries} agreed not to violate. This would prevent ~~for~~ events ~~similar~~ to the 1923 French Occupation of the Ruhr in the future and created a climate of peace and cooperation in Europe. Stresemann was in fact awarded a joint Nobel Peace Prize in 1926.

Another effect of the 1925 ⁵ Locarno Treaties was the acceptance of Germany into the League of Nations in 1926. ~~The Locarno to Germany's~~ agreement to its borders showed the country's willingness to seek diplomatic solutions in the future instead of military. This allowed the country to be accepted ~~viewed~~ in a positive light by the international community which in turn allowed Germany to be invited to the League of Nations: a conglomerate of countries that ~~met~~ to seek solutions to the world's problems. ~~The Locarno or~~

(b) One effect of the Locarno Treaty was an easing of tensions between the European nations. The treaties were signed in 1925 by Stresemann and various other European nations such as France and Italy, whereby Germany accepted its borders established after WW2. ^{which all} ~~This showed to~~ ^{the countries} agreed not to violate. This would prevent ~~for~~ events similar to the 1923 French Occupation of the Ruhr in the future and created a climate of peace and cooperation in Europe. Stresemann was in fact awarded a joint Nobel Peace Prize in 1926.

Another effect of the 192⁵ Locarno Treaties was the acceptance of Germany into the League of Nations in 1926. ~~The Locarno to Germany's~~ agreement to its borders showed the country's willingness to seek diplomatic solutions in the future instead of military. This allowed the country to be accepted, viewed in a positive light by the international community which in turn allowed Germany to be invited to the League of Nations: a conglomerate of countries that met to seek solutions to the world's problems. ~~The Locarno~~

Examiner's comments:

This response was given 8 marks.

This answer has two clearly identified effects of the Locarno Treaties and their outcomes on Germany. The first effect, on Germany is that they lead to 'an easing of tensions between the European nations', and that this meant something like the Ruhr invasion of Germany could not happen again. This is then supported by explaining that the post-war established borders were accepted by Germany and that countries would not 'violate them'.

The second effect is that they led to Germany's acceptance as a member of the League of Nations. This then put Germany in a positive position within the international community. This answer clearly analyses features of the period to explain consequence and outcome, has accurate and relevant knowledge and, therefore, satisfies both AO2 and AO1 in Level 3 of the mark scheme and was awarded the highest mark.

Exemplar response B

(b) One effect of the Locarno Treaties ~~was~~ on Germany was ~~from~~ ~~into~~ acceptance into the international community. The fact that clause 231 of the Treaty of Versailles made Germany accept blame for the First World War meant that Germans did not feel accepted by the international community. However, the signing of international treaties such as the Locarno treaties (1925) showed that Germany was able to take progressive steps toward peace and diplomacy. This preceded Germany's ~~accept~~ installation into the League of Nations in 1926. Therefore one effect of the Locarno Treaties was international recognition and acceptance.

A second effect of the Locarno Treaties was military stability for Germany. As Germany had lost 13% of their land and empire after the First World War, it was vital that Stresemann, the Foreign Minister, secure Germany's borders. In the Locarno Treaties, Stresemann agreed on Germany's eastern borders, which brought security to the country. Therefore one effect of the Locarno Treaties was military stability and security.

Examiner's comments:

This response was given 7 marks.

This answer was awarded 7 marks which puts it securely in Level 3. The first effect of the Locarno Treaties on Germany is that it allowed Germany back into the international community, which then allowed Germany to join the League of Nations. The second effect is that the Treaties gave Germany military stability and security. This is supported by knowledge that Locarno secured Germany's borders, which brought security. This answer could have been strengthened with more AO1, e.g. Locarno meant that Germany and France formally accepted the decisions made at The Treaty of Versailles, and that any invasion by either would be seen as an act of war.

Exemplar response C

(b) One key effect of the Locarno pact on Germany was that it meant Germany wouldn't have to spend as much money making its army stronger, meaning that it could spend more ^{money} ~~money~~ on growing and developing its ^{industry} ~~economy~~ ~~than~~ and stabilising the economy and government. As Germany signed and agreed to the Locarno pact, it made it easier for the Germany to enter the League of Nations which would benefit them due to more trades which help the economy grow.

Another key effect of the Locarno treaties on Germany was that the Germans were angered as Stresemann signed the treaty as it seemed as though Germany had surrendered and that it Germany had agreed that it would never win against the allies. This is what angered the Germans at the time which meant that morale was slightly low making it harder for Stresemann to change Germany.

Examiner's comments:

This response was given 2 marks.

This answer is generalized throughout and does not clearly identify two effects of the Locarno Treaties on Germany. The first few sentences lack relevance; however, there is then the suggestion that the Treaties helped Germany join the League of Nations and that it would benefit Germany. This is a simple comment about an effect. In the second paragraph, while the comment about 'surrender' is valid, the claim is overstated in implying that 'it angered the Germans', so there is a lack of precision.

Question 3(c)(i)

Germany: development of dictatorship, 1918-45

(c)(i) 'Party reorganization was the main reason why the Nazi Party survived in the years 1924-28.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Party reorganization
- the impact of the Munich Putsch.

You **must** also use information of your own.

Mark scheme

Question	Mark scheme
3 (c) (i)	<p>'Party reorganisation was the main reason why the Nazi Party survived in the years 1924–28.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Party reorganisation • the impact of the Munich Putsch. <p>You must also use information of your own.</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> • Buhler and Schwarz reorganised the Nazi Party by dividing it into regions and this was crucial to the survival of the Nazi Party • At the Nuremberg conference, in 1927, unsuitable <i>Gauleiters</i> were replaced and this strengthened central party organisation and bureaucracy • The role of Strasser in developing the Nazi Party. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> • Hitler used his trial after the Munich Putsch to get national publicity and sympathy for his ideas and the Nazi Party and this attracted support • Hitler used his time in prison to reconsider how best to achieve power. He wrote these ideas in <i>Mein Kampf</i> and they became central to the Nazi Party and aided the survival of the Party • The consequent ban on the Nazi Party was weakly enforced and lifted in 1925, and this enabled the Nazi Party to survive, develop and grow • The role of Goebbels in his use of propaganda proved to be essential in the survival of the Nazi Party • Weaknesses of Weimar government allowed extreme parties such as the Nazis to gain support. 	

Question (c)

Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none">• A simple or generalised answer is given, lacking development and organisation. [AO2]• Limited knowledge of the topic is shown. [AO1]• The overall judgement is missing or asserted. [AO2]
2	5–8	<ul style="list-style-type: none">• An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material but a line of reasoning is not sustained. [AO2]• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]• The overall judgement is given but its justification is asserted or insecure. [AO2] <p>Maximum 6 marks for Level 2 answers that do not go beyond two aspects.</p>
3	9–12	<ul style="list-style-type: none">• An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p>Maximum 10 marks for Level 3 answers that do not go beyond two aspects.</p>

4	13–16	<ul style="list-style-type: none"> • An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p>No access to Level 4 for answers that do not go beyond two aspects.</p>
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Exemplar response A

(c)(i) OR (c)(ii) (i)

In the years 1924 - 1928, the Nazi party's reorganisation was quite a significant reason as to why it ~~survive~~ survived. For example, Adolf Hitler was put in charge for Nazi propaganda. So firstly he rewrote ~~the~~ the party's 25 point programme which states ~~why~~ what the party believes in. ^{Furthermore} ~~He~~, he also changed the name from the German workers' party to the NSDAP or the Nazi party. Hitler used a similar approach of propaganda use as Benito Mussolini, a dictator in Italy. This was by having a 'Nazi Salute' and a special army.

On the other hand, it could be argued that the impact of the Munich Putsch was more significant for the survival of the party.

The impact of the Munich Putsch was important as the putsch ~~event~~ caught the eye of general Ludendorff. Hitler needed the army's support to gain more power. Even though Hitler was ^{not arrested} ~~arrested~~, he ~~was seen as a~~ ~~lead~~ him and his beliefs were seen as a real threat to Germany as a nation.

Finally it could be argued that the Reichstag Fire, ~~but~~ helped the Nazi party survive in the years 1924 - 28.

For example, when the police found out who set the fire, during the questioning, the criminal mentioned he was a communist. ^{until} Historians ~~to~~ ~~do~~ this day believe that Hitler had told the criminal to set the fire and say that

he was a communist. This would be very beneficial to the Nazi party as the communist party was very powerful in Germany. Moreover, to be accused of the Reichstag fire would harm the party's reputation. This meant that the Nazi party didn't have the communists as a big threat anymore.

In conclusion, I believe that the ^{main reason} ~~most impacts~~ why the Nazi party survived in the years 1924-28 was due to the party reorganisation. This is because of Hitler's new propaganda techniques, the salute and the SA, which showed how powerful the Nazi party is.

Examiner's comments:

This response was given 7 marks.

This answer achieved a mid-level 2 mark. There is an attempt to give an explanation showing limited analysis with implicit links to the conceptual focus. There is some attempt at development but the reasoning is not sustained. There is some relevant and accurate material but the overall judgement is asserted. The first paragraph contains some information that predates 1924, and while this is not inaccurate, it does not explain 're-organisation' in the question period. There is an attempt to suggest the impact of the Munich Putsch was significant but is mostly descriptive rather than about the consequence on the Party. The answer then drifts beyond 1928. A clear focus on the question and the date range would have allowed this answer to move into Level 3.

Exemplar response B

The Main reason why the Nazi Party survived in the years 1924-1928 was the party reorganisation in 1924-1928, however the effects of the Munich Putsch and the role of the SA also helped to ~~increase~~ ensure the Nazi party survived.

The main reason ~~for~~ why the Nazi Party survived in 1924-1928 was the Nazi reorganisation. Hitler realised that the Nazis could not gain support through violence and terror, so they changed their tactics to more diplomatic ways. Goebbels was in charge of propaganda and organised rallies ~~such~~ to gain support for the Nazis. As a result of the Nazi reorganisation, membership of the Nazi party increased from 27,000 members ^{in 1924} to 100,000 members in 1928. This showed that the Nazi party was growing in popularity and survived because of its support from the German people. Although, ~~the~~ Nazi number of seats decreased from 32 seats in 1924 to 12 seats, the Nazi party still survived. Stressemann was becoming more popular due to the Locarno Honeytrap, so less people were turning to extremist parties. Had ~~the Nazis~~ ~~not~~ without Nazi reorganisation, ^{the} Nazi Party may not have survived at all.

Another reason why the Nazi Party survived in the years, 1924-1928 was the effects of the Munich Putsch. On 8/9th November 1923, Hitler marched through Munich with the SA to gain support. Although, he was captured and arrested, Hitler still managed to increase support of the Nazis. Hitler turned his trial into a propaganda publicity success. He claimed he had attempted to over

ple. The court was sympathetic and reduced Hitler's sentence to the minimum of 9 months. Hitler used this time to write back, Mein Kampf, which stated his ideologies and spread the Nazi message. Although, the Munich Putsch was a good publicity for the Nazi party, the party was left leaderless and was also banned until February 1925. However, the Nazi reorganisation increased Nazi membership and the party remained legal as a result. This helped the Nazi party survive, whereas, the Munich Putsch caused the Nazi party to be banned temporarily.

Another reason for the Nazi Party survival in 1924-1928 was the role of the SA. The SA gained 3 million supporters, specially from young men. They were attracted by the discipline as the SA had become less violent as a result of the Munich Putsch. Many men were ~~also~~ supported the Nazi party: the creation of the SA because ~~they~~ many had lost their jobs in the Army as a result of the Treaty of Versailles which reduced the army to 100,000 men. The SA provided many Germans with jobs and was very popular. Although, to some extent this helped the Nazi Party survive, it was not as successful as the Nazi reorganisation. Some people believed, the SA were too violent, so did not support the Nazi Party. Whereas, the Nazi reorganisation was more successful because it appealed to all members of society through propaganda and rallies.

(Total for Question = 30 marks)

(Cont..)

not just men.

Overall, the most important reason why the Nazi Party survived in 1924-1928 was the Nazi reorganisation. It helped increase support of all ~~from~~ Germans from all parts of society, through propaganda and rallies. As a result the party increased to 100,000 members. Whereas, the Munich Putsch, left the Nazi party leaderless and banned temporarily.

Examiner's comments:

This response was given 14 marks.

This answer was awarded a mark in Level 4. There is analysis directed at the conceptual focus of the question, which is to make a judgement about whether or not party re-organisation was the main reason for Nazi Party survival in the years 1924-28. In the first paragraph, there is some discussion of aspects of party re-organisation which led to increased membership and this was done against a background of the Locarno honeymoon and Stresemann's successes. In the second paragraph, there is consideration of the effect of the Munich Putsch on the Nazi Party, and this is then judged against the role of party re-organisation. Therefore, the candidate has introduced some criteria of judgement. In the third paragraph, a third factor is considered: the role of the SA. The conclusion then gives an overall judgement. The answer could have been further strengthened with more precisely selected information regarding party re-organisation.

Question 5(a)

Dictatorship and conflict in the USSR, 1924-53

- (a) What impression does the author give about Trotsky's suitability to be leader of the USSR?

Mark scheme

5: Dictatorship and conflict in the USSR, 1924-53

Question	Mark scheme
5 (a)	<p>What impression does the author give about Trotsky's suitability to be leader of the USSR?</p> <p>You must use Extract E to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <p>The author gives the impression that Trotsky's claims were impressive.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none">• The extract says that Trotsky 'had substantial claims to the leadership'• The language used by the author, including 'brilliant', 'clever' and 'enthusiastic support'• The author has selected evidence to show that Trotsky had played a significant role in establishing communism in the USSR, and has not included evidence of his limitations, e.g. his perceived arrogance, or Menshevik background.	

Question (a)

Target: AO4 (6 marks): Analyse and evaluate historical interpretations in the context of historical events studied.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">Simple, valid comment is offered about an impression. or <ul style="list-style-type: none">Simple comprehension of the extract is shown by the selection or paraphrase of some content to imply an impression.
2	3–4	<ul style="list-style-type: none">Answer offers valid comment that infers an impression. Comprehension and some analysis of the extract is shown by selecting material to support the inference.
3	5–6	<ul style="list-style-type: none">Answer explains the impression given, analysing the author's selection and treatment of material in the extract to support the explanation.

Exemplar response A

- (a) The writer gives the impression that Trotsky ~~was~~ is extremely suitable to be leader of the USSR. This is shown when he writes, 'Trotsky had substantial claims to the ~~the~~ leadership of the USSR.' The word 'substantial' highlights the fact he is well fitted to be leader, as the writer believes. This idea that he is extremely suitable to be leader can also be seen when the author writes, '~~He~~* was clever, he was able to gain enthusiastic support when he spoke.' This shows that the writer believes that Trotsky not only had the skills to be leader, but also the means as he was good at rousing support, making him extremely suitable to be leader of the USSR.

* Trotsky

Examiner's comments:

This response was given 4 marks.

The answer begins with a clearly stated inference that the impression is that 'Trotsky is extremely suitable to be leader of the USSR'. This impression is then supported by some comprehension of the extract and selection of material. Therefore, the answer fully satisfies Level 2 of the mark scheme. To move into the Level 3 the answer would require analysis of the author's selection and treatment of material.

Exemplar response B

the author shows

Question 4 ☒

Question 5 ☒

Question 6 ☒

Question 7 ☒

Question 8 ☒

(a) In Extract E, we ~~have~~^{see} * positive impressions for Trotsky's suitability of becoming leader of the USSR.

Firstly the author lists amazing acts of leadership Trotsky had shown such as "carried out the Bolshevik labourer", furthermore he "led the Red Army to Victory", this shows Trotsky's capability of winning. As well he had a good mental, "taught Russia in a special brain to direct troop movement and keep up morale" which shows he never gave up and also helped others, this also means he is a "brilliant leader". Most importantly, he ~~was~~ had authority, ~~and because~~ if we see this when the author says "he was able to gain enthusiastic support when he spoke, and was a powerful writer" this shows his ability to spread his messages and made it impactful ~~to~~ ^{for} everyone.

Lastly, he is able to be leader of the USSR because we see "Trotsky supported Karl Marx aim to spread communism" which shows he supports the same ideology as the USSR, communism."

Examiner's comments:

This response was given 4 marks.

The answer begins with a clearly stated inference that the impression is that the author shows a positive impression for Trotsky's suitability'. This impression is then supported by some comprehension of the extract and selection of material regarding Trotsky's leadership. Therefore, the answer fully satisfies Level 2 of the mark scheme. To move into the Level 3 the answer would require analysis of the author's selection and treatment of material and this could have been achieved by considering the choice of language used by the author in order to create the impression.

Question 5(c)(i)

Dictatorship and conflict in the USSR, 1924-53

(c)(i) 'The main reason for the purges of the 1930s was Kirov's murder'.

How far do you agree? Explain your answer.

You may use the following in your answer:

- Kirov's murder
- Stalin's insecurity

You **must** also use information of your own.

Mark scheme

Question	Mark scheme
5 (c) (i)	<p>'The main reason for the purges of the 1930s was Kirov's murder.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> Kirov's murder Stalin's insecurity. <p>You must also use information of your own.</p> </div> <p>Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one reason.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> Kirov's murder was the immediate pretext for the purges, hunting down the secret 'Trotskyite-Zinovievite' terror group supposedly behind the assassination The testimony of Kirov's assassin, Leonid Nikolayev, implicated political leaders such as Kamenev and Zinoviev, who became victims of the purges Kirov's murder led to changes to the law, with a decree issued the day after depriving the accused of rights to defence and appeal Kirov's popularity, such as his topping the poll to elect the Central Committee in the 'Congress of Victors' in 1934, may have motivated both Stalin's desire to have Kirov assassinated and undertake a wider purge. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> Stalin's insecurity meant that he believed he still had many enemies, e.g. former rivals from the Civil War period were seen as a threat as they knew the truth about his rise to power, and Lenin's view of him Stalin feared that organisations such as the Red Army and secret police had too much independent power, and may serve as bases for possible plots and assassination attempts The purges were motivated by a desire to remove old Bolsheviks who, in Stalin's eyes at least, had not been sufficiently converted to his form of socialism, and thus the purges were purifying the Communist Party by exterminating old ideals <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> Economic motivations behind the purges may include allowing Stalin to blame economic problems on political enemies acting as 'wreckers', such as the charges of economic sabotage against the accused in the Menshevik Trial of 1931. </div>	

Question (c)

Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none">• A simple or generalised answer is given, lacking development and organisation. [AO2]• Limited knowledge of the topic is shown. [AO1]• The overall judgement is missing or asserted. [AO2]
2	5–8	<ul style="list-style-type: none">• An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material but a line of reasoning is not sustained. [AO2]• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]• The overall judgement is given but its justification is asserted or insecure. [AO2] <p>Maximum 6 marks for Level 2 answers that do not go beyond two aspects.</p>
3	9–12	<ul style="list-style-type: none">• An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied.[AO2] <p>Maximum 10 marks for Level 3 answers that do not go beyond two aspects.</p>

4	13–16	<ul style="list-style-type: none"> • An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p>No access to Level 4 for answers that do not go beyond two aspects.</p>
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Exemplar response A

(c)(i) OR (c)(ii)

I believe that the main reason for the purges was not Kirov's murder.

I believe that the main reason for the purges was Stalin's insecurity. This is because, after winning the leadership battle, many ~~key~~ key bolshevik politicians, such as Bukharin and Kaganov, continued to challenge his leadership, so a purge of the communist party was the perfect way to get rid of them. This is a key reason for the purges, as many suggest Stalin had paranoia, so wanted to get rid of anyone who could challenge his position as leader.

However, some people believe that the main reason for the purges was Kirov's murder. This can be seen ~~was~~ as Kirov's murder caused a large amount of outrage and pressure by the public that those responsible should be caught, as he was one of the most popular members of the bolshevik party, even getting ~~more~~ longer applause than Stalin at his speeches, meaning the perpetrators must be reprimanded or punished, by a purge, making the purges necessary.

Finally, some people believe that the main reason

So the purges was to retain support from Stalin in the army. As Stalin was paranoid, he feared the army's allegiance lay with Trotsky, their former commander, as many of the generals had worked with him in the civil war. Therefore Stalin felt these Trotsky supporting generals needed to be purged out of the army. It can be seen as a key reason for the purges, as Stalin quickly removed over 60% of generals from the army and sent thousands of Trotsky supporting soldiers to the Gulags during the purges.

After weighing up both sides of the argument, I believe that although the death of Kirov triggered the start of the purges, the reason for the purges was Stalin's insecurity that he could be overthrown by the army, but primarily, other political, triggering the purges.

Examiner's comments:

This response was given 12 marks.

This answer satisfied all the elements in Level 3 and was, therefore, awarded a mark at the top of the level. A judgement is made in the opening sentence, though at that point is not justified. The next paragraph considers the main reason being 'Stalin's insecurities'. There is an explanation of this (AO2) and some accurate and relevant information (AO1). The next paragraph then considers Kirov's murder as a reason for the purges. Again, there is explanation (AO2) and some accurate and relevant information (AO1). In the next paragraph, a third reason is considered - that of the issue of the army, and again there is explanation in relation to the conceptual focus (AO2) and some accurate and relevant information (AO1). The conclusion states that while Kirov's murder was a trigger, the reason for the purges was Stalin's insecurity. The judgement has some justification by stating that Stalin's insecurity was more important but the criteria for that judgement are not given explicitly. The answer seems to be implying that fear of being overthrown was more fundamental and Kirov's murder was simply an opportunity to launch the purges. To move this answer into Level 4, this aspect of applying criteria in the process of reaching a judgement, rather than just stating them, needs to present.

Exemplar response B

(c)(i) OR (c)(ii)

Kirov's murder certainly ~~played~~ played a big role in the reasons for purges. However, there are also other reasons like Stalin's paranoid personality and the spread of communism.

Kirov's assassination showed Stalin that he could very easily eliminate the enemy. Kirov was a ~~good~~ ~~man~~ suggested to run against Stalin for General Secretary. Although Kirov did not run, he was very popular, and liked by many other politicians, so Stalin suspectedly had him shot. Stalin was feared, and the Soviet people did not want to be sent to the Gulags, so Stalin was not questioned, thus showing Stalin that he could easily eliminate the enemy and/or any threat, thus being a main reason, and influencing the ^{purges}. However, Stalin was also very insecure, paranoid, and forceful as shown when his wife ~~was~~ 'shot herself' after they had a public argument about Ukraine in 1932. The purges meant

that Stalin could kill anyone he wanted 7-8 million ^{were} arrested 1-1.5 million people were shot. Thus illustrating the extent Stalin went to, to assure himself many innocent people died due to Stalin's paranoia and insecure beliefs that everyone was an enemy. Therefore Stalin's personality being another key reason for the purges.

Finally another reason for the purges was due to the spreading of communism. Stalin showed popularity over Trotsky because he wanted to create socialism in one country before spreading it across the world. The purges meant Stalin could eliminate any threat to communism, 7-8 million were sent to gulags, and create ~~socialism~~ strong socialism in one country. The purges ~~mean~~ provided Stalin with the ability to make Soviet Russia a truly communist country therefore being another reason for the purges.

In conclusion although Stalin's paranoid ~~personality~~ ~~and~~ personality and ~~his~~ the spread of communism were both ~~the~~ very ~~the~~ plausible reasons for the purges. The murder of Kirov was certainly the main reason as it initially showed Stalin how easy it would be to eliminate threat thus agreeing with this statement to a large extent.

Examiner's comments:

This response was given 9 marks.

The answer was awarded 9 marks, which places it just into Level 3. There is a general introduction which makes a judgement about Kirov's murder and suggests there are other reasons for the purges of the 1930s. There is then some discussion of the murder of Kirov and why Stalin wanted to purge him, followed by a reference to Stalin's insecurity and personality. There is then the suggestion that Stalin desired to spread communism, a reference to Trotsky and the aim that Stalin wanted to eliminate the threat to communism. These points are stated rather than developed. There is a conclusion that attempts to draw these points together to support a judgement. There is an explanation here (AO2) but it lacks precisely selected knowledge (AO1). The judgement is more than asserted but lacks the application of criteria. Therefore, there are elements of Level 2 as well as Level 3, so the best fit is low Level 3.

Question 6(a)

A world divided: superpower relations, 1943-72

- (a) What impression does the author give about relations between the allies at the Tehran Conference?

Mark scheme

6: A world divided: superpower relations, 1943-72

Question	Mark scheme
6 (a)	<p>What impression does the author give about relations between the allies at the Tehran Conference?</p> <p>You must use Extract F to explain your answer.</p> <p>Target: AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <p>The author gives the impression that there were significant difficulties in relations.</p> <p>This is shown by the following:</p> <ul style="list-style-type: none">• The extract says that there was strain over the opening up of a Second Front• The language used by the author, including 'key tension', 'severe losses', 'urgent necessity' and 'suspicious'• The author has selected evidence to show reasons for tension in the different needs and priorities of the USSR from those of Britain and the USA, and has not included examples such as the agreements over Poland and the war against Japan.	

Question (a)

Target: AO4 (6 marks): Analyse and evaluate historical interpretations in the context of historical events studied.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">• Simple, valid comment is offered about an impression.or• Simple comprehension of the extract is shown by the selection or paraphrase of some content to imply an impression.
2	3–4	<ul style="list-style-type: none">• Answer offers valid comment that infers an impression. Comprehension and some analysis of the extract is shown by selecting material to support the inference.
3	5–6	<ul style="list-style-type: none">• Answer explains the impression given, analysing the author's selection and treatment of material in the extract to support the explanation.

Exemplar response A

(a) In Extract F, the author gives the impression that there is tension between the allies at the Tehran conference. Stalin wanted to open up a second front in Western Europe to relieve the pressure on the USSR. The fact that Britain and the USA refused, led Stalin to ~~believe~~ be suspicious of their motives. For ~~Stalin~~ Britain and the USA to disagree with Stalin, would create tension and make Stalin suspicious as to whether Britain and the USA may have allied with Germany.

Stalin was concerned also with the Soviet Union's security. So when he wanted to ~~open~~ a second front against Germany, it was to benefit the USSR. So for Britain and the USA to disagree, would make Stalin believe Britain and the USA don't care for the Soviet Union's safety and therefore overall, make tensions high between ~~Stalin~~ the Soviet Union, and Britain and the USA.

Examiner's comments:

This response was given 3 marks.

This answer starts by stating that the impression is 'that there is tension between the allies at the Tehran conference'. There is then some comprehension of the extract and some paraphrasing to support that impression. There is little attempt to show how the author conveys the impression by the use of selection and treatment. Therefore, the answer only just satisfies Level 2.

Exemplar response B

(a) The impression the author gives us is that Stalin of the Soviet Union did not want Germany to be able to come back from their loss and wanted to open up a "second front" in order to have more influence over Germany with what military they had left as the Soviet Union "suffered severe losses" ~~of soldiers~~ ~~against the axis~~ during the war. We know this because extract F states "The Soviet Union had experienced most of the fighting against Germany and had suffered severe losses."

Examiner's comments:

This response was given 0 marks.

This answer is not focused on an impression given about 'relations between the allies', and the suggested inference is not implied in the extract. The inference must relate to the impression that the author is giving in the extract. As a consequence, despite a paragraph of writing, there is 'no rewardable material' in relation to the assessment objectives for this question and the only mark that could be awarded is 0.

Question 6(b)

A world divided: superpower relations, 1943-72

- (b) Explain **two** effects of the thaw in relations between the USA and the Soviet Union from 1963 on the Cold War.

Mark scheme

Question	Mark scheme
6 (b)	<p>Explain two effects of the thaw in relations between the USA and THE Soviet Union from 1963 on the Cold War.</p> <p>Targets: A01 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts (consequence).</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one consequence.</p> <p>Indicative content</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• Improved relations after the Cuban Missile Crisis led to the establishment of the telephone 'hotline' between the leadership of the USA and Soviet Union• As a result of the thaw in relations, treaties were signed limiting the testing and spread of nuclear weapons, e.g. the Partial Test Ban Treaty (1963) and Non-Proliferation Treaty (1968), reducing the dangers suggested by Mutually Assured Destruction• By 1972, the USA and USSR had negotiated some limits to the growth of their nuclear capabilities, e.g. the SALT 1 limits on strategic ballistic missiles, reducing the need for both sides to spend vast sums on defence.	

Question (b)

Targets: AO1 (4 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 (4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">• Simple comment is offered about consequence(s). [AO2]• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–5	<ul style="list-style-type: none">• Features of the period are analysed to explain consequences. [AO2]• Specific information about the topic is added to support the explanation. [AO1] <p>Maximum 4 marks for an answer dealing with only one consequence.</p>
3	6–8	<ul style="list-style-type: none">• Features of the period are analysed to explain consequences and to show how they led to the outcome. [AO2]• Accurate and relevant information is included to support the explanation, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p>No access to Level 3 for an answer dealing with only one consequence.</p>

Exemplar response A

(b) One effect of the the thaw in relations between the USA and the Soviet Union from 1963 on the cold war was that it bettered relations due to their willingness to co-operate. In 1963 the hotline was set up which was a direct link between the USA and the USSR and meant they could talk about any problems instantly and stop them. It showed how they wanted to improve relations and prevent disagreements in the future. Therefore it bettered relationships as it ~~showed~~ ^{showed} them working together to solve their issues.

Another effect of the thaw in relations between the USA and the Soviet Union from 1963 on the cold war was that it ~~ended the arms race~~ ^{ended the arms race} ~~reduced the amount of nuclear weapons they had~~. In 1963 there was the Test ban treaty which prevented explosions in the atmosphere and in 1968 there was the non-proliferation treaty which prevented the spread of nuclear weapons. This improved relations as it limited their weapons and ended the arms race and so made them equal and ~~reduced~~ ^{diminished} rivalry between the superpowers. It also led to the SALT talks in 1972 where there was an even bigger limit on nuclear weapons and ~~it~~ bettered relationships significantly.

Examiner's comments:

This response was given 7 marks.

This answer was awarded 7 marks, which puts it securely in Level 3. The first effect of a thaw in relations between the USA and the USSR is the introduction of the 'Hotline' in 1963. The effect is that it improved relations and showed that the two powers wanted to co-operate. This first effect could have been strengthened by adding some more AO1 to support the AO2, e.g. the 'hotline' meant that if issues got out of hand between the two powers, as they had almost done over Cuba, a direct communication line would help in settling disputes. The second paragraph explains a further effect of the thaw as attempts to overcome the arms race, e.g. the Test Ban Treaty and the Non-Proliferation Treaty. The Salt Treaty is also referenced. The explanation of the second effect, both in terms of AO1 and AO2, is stronger than the first effect.

Exemplar response B

(b) One effect of the thaw in relations was the fact that economic and social standards began to improve greatly. Before 1963, the Soviet Union was spending more money on weapons than on the people of the country, as was the same for the USA, with roughly 30% going purely towards military power, meaning poverty and inequality (especially in ^{the} USA) was increasing rapidly. However, due to the Arms Limitation ^{on arms} Ban, spending rapidly decreased and money was focused more on economic and social problems, meaning they began to get better.

Another effect was the Outerspace Treaty, which stated that the moon was a peaceful place that could not be owned, no country can fire / test missiles on planets, the atmosphere or space and everyone must help each other in the knowledge of space. This meant that spending on the space race rapidly decreased and you could only test missiles in your borders, meaning pollution in the atmosphere decreased and ~~peep~~ countries were working together, further decreasing tensions and decreasing the time it took to learn more about space.

Examiner's comments:

This response was given 5 marks.

This answer was awarded 5 marks, which puts it at the top of Level 2. The first effect of the thaw is generalised. It is suggested that economic improvement came as a consequence of the Teat Ban Treaty and reduced arms spending. The second effect has some focus on the Outer Space Treaty and suggests that this also led to decreased spending. While both effects are supported by some specific information, the analysis is generalised and does not fully support the outcome.

Question 6(c)(i)

A world divided: superpower relations, 1943-72

- (c) 'The main reason for the development of the development of the Cold War, in the years 1945-49, was the actions of the Soviet Union in Eastern Europe'.

How far do you agree? Explain your answer.

You may use the following in your answer:

- Soviet actions in Eastern Europe
- the Truman Doctrine.

You **must** also use information of your own.

Mark scheme

Question	Mark scheme
6 (c) (i)	<p>'The main reason for the development of the Cold War, in the years 1945–49, was the actions of the Soviet Union in Eastern Europe.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> Soviet actions in Eastern Europe the Truman Doctrine. <p>You must also use information of your own.</p> </div> <p>Targets: A01 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.</p>
<p>Marking instructions</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Maximum 4 marks for an answer dealing with only one reason.</p> <p>Indicative content</p> <p>Relevant points which support the statement may include:</p> <ul style="list-style-type: none"> Stalin's role in the failure to follow through with promises made during the wartime conferences to allow non-communists into government in Poland strained relations between the USA and USSR Soviet support led to the setting up of communist regimes in several Eastern European nations against the electorate's wishes, e.g. Rakosi had established himself as the dictator of Hungary by 1949, heightening Cold War fears over Europe The growth of satellite states under Soviet influence prompted warnings and the threat of reprisals from the West, e.g. Churchill's 'Iron Curtain' speech and the issuing of the Truman Doctrine in 1947 The establishment of Soviet-dominated organisations such as Cominform and Comecon contributed to the division of Europe into two power blocs, increasing tension. <p>Relevant points which counter the statement may include:</p> <ul style="list-style-type: none"> The input of western politicians and diplomats in the 'war of words' contributed to an escalation of tension, e.g. Churchill's 'Iron Curtain' speech provoked a reaction from Stalin <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> Truman's actions in 1947 marked a decisive shift in the USA's approach, e.g. raising the Truman Doctrine's promise of support to nations to contain the spread of communism In giving billions of dollars of aid to the 16 OEEC nations, the Marshall Plan exacerbated the divide between Eastern and Western Europe, and further strained relations between the Soviets and the USA Practical disagreements over Germany had an impact on the relations, e.g. the merging of the allied zones and new currency angered Stalin. </div>	

Question (c)

Targets: AO1 (7 marks) Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none">• A simple or generalised answer is given, lacking development and organisation. [AO2]• Limited knowledge of the topic is shown. [AO1]• The overall judgement is missing or asserted. [AO2]
2	5–8	<ul style="list-style-type: none">• An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material but a line of reasoning is not sustained. [AO2]• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]• The overall judgement is given but its justification is asserted or insecure. [AO2] <p>Maximum 6 marks for Level 2 answers that do not go beyond two aspects.</p>
3	9–12	<ul style="list-style-type: none">• An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied.[AO2] <p>Maximum 10 marks for Level 3 answers that do not go beyond two aspects.</p>

4	13–16	<ul style="list-style-type: none"> • An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p>No access to Level 4 for answers that do not go beyond two aspects.</p>
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Exemplar response A

(c)(i) OR (c)(ii) I agree agree with his statement to a certain extent as the actions of the Soviet Union in Eastern Europe was a reason for the development of the cold war but not the main reason. There are other factors that contributed to the development of the war being The Truman Doctrine^{KHP} and The Telegrams from George Kennan in 1946 and Nikita Khrushchev as well as the effects of the Iron Curtain speech by Churchill. The main reason was the Iron Curtain speech and the telegrams of Kennan and Khrushchev. One of the reasons for the development of the cold war between these years was the Soviet actions in Eastern Europe, from 1945-5, as Stalin began to build a buffer zone ^{around} the Soviet Union as well as forming satellite states. This was a reason for the development of the cold war as the Soviet expansion in Eastern Europe led President Truman to believe that this was another example of the Soviet Union trying to expand Communism. This created tension between the two countries as Truman again couldn't see the motives of the Soviet Union and encouraged many satellite states to escape from the ^{control} of the Soviet Union. Stalin saw this as another ^{prime} example of the USA trying to ~~be~~ destroy ~~the~~ the Soviet Union and Communism and so therefore

led to Stalin having to increase the countries in
his buffer zone to ~~protect~~ ^{protect} the Soviet Union from any
~~future~~ ^{future} threats.

I think that the Truman Doctrine was also an
important reason for the development of the cold
war. In 1947, Truman announced to congress that
he was going to provide economic aid to both
Turkey and Greece who were trying to defeat communism
and also mentioned that it was the ~~duty~~ ^{duty} of the
United States to help countries try and prevent
communism. This led to the development of the
Marshall Plan in 1947 which provided aid to many
countries in Europe. This was a reason for the
development in the war as because of most of the
countries receiving aid it was easier for them to
resist communism. This annoyed Stalin as most of
the western countries in Europe now supported the
USA and not the Soviet Union as a result of
the US helping their countries pull an economy
which was destroyed because of the war. As a
result of the Truman Doctrine and the Marshall
Plan, it led to Comecon (1949) and Cominform
in 1947 to be created which essentially split
Europe into two separate economic and political
camps which was a reason for development in the
war.

(Total for Question = 30 marks)

I think that the main reason for the development in the cold war was the telegram from both George Kennan and Nikoli Novikov in 1946. Kennan stated that the Soviet Union wanted to destroy capitalism and would be hostile to the Soviet Union was cruel. This worried Truman and as a result led to the creation of the Truman Doctrine. Nikoli Novikov stated to Stalin in the telegram that the US was not interested in a peaceful relationship since the death of Roosevelt and that US citizens would support a war with the Soviet Union if necessary. This worried Stalin and what made his worries grow was Churchill's Iron Curtain speech saying that the Soviet Union was a threat to world peace and freedom. As a result of both the telegram and the Iron Curtain speech, it led Stalin to strengthen the Soviet armed forces and increase anti-western propaganda.

The

In conclusion, the Telegram and Iron Curtain speech were the main reason for the development in the cold war. George Kennan's telegram led to the Truman Doctrine while Nikoli Novikov's telegram led to strengthen armed forces. It was the Telegram that was the key factor regarding the development in the cold war in 1945-49. So I agree with the statement to a certain extent.

Examiner's comments:

This response was given 16 marks.

This answer was awarded the top marks in Level 4. The early part of the answer asserts that the candidate agrees with the issue raised by the question, but only to a certain extent. The candidate then suggests other reasons for consideration before suggesting what they consider to be the most important. The issue raised by the question: actions of the Soviet Union are then discussed. The Truman Doctrine is then considered. The candidate then considers the 'Telegram', and these factors are judged against each other. Therefore, establishing criteria for overall judgement. Churchill's 'Iron Curtain Speech' is also considered. The answer is analytical rather than descriptive, an argument is suggested and then developed and criteria are used in reaching an overall judgement.

Exemplar response B

(c)(i) OR (c)(ii) (c)(i) The evidence mostly supports this statement, as Soviet actions across Eastern Europe caused concern in the West, but the West's fear of communism as policies such as the Truman Doctrine also contributed greatly to the development of the Cold War.

Soviet actions, such as the creation of the 'buffer zone' across Eastern Europe, as it was seen as a threat to the West, which can be seen from Winston Churchill's 'Iron Curtain' Speech in 1946, as it claims the USSR is making great European capital cities in the East less accessible and which presents as the USSR is using these countries as means of protecting himself as if he were preparing for war.

The Truman Doctrine, written in 1947, as well as Marshall Aid Plan, also in 1947, was a way of the West combatting the spread of communism in Europe, as after WW II, Europe had little money to make repairs and get back on its feet. Therefore, Marshall Aid gave money to Europe to stop communism spreading, around £ of which was given to Britain to support the European economy. The Truman Doctrine also states the USA will not let communism spread.

Examiner's comments:

This response was given 10 marks.

This answer was awarded 10 marks, which places it in the lower part of Level 3. In the introduction, there is a judgement about the significance of the action of the Soviet Union in relation to the development of the Cold War and a suggestion that there are other factors to consider: the west's fear of communism and the Truman Doctrine. In the paragraph that follows, there is some consideration of the actions of the Soviet Union and reference made to the 'iron curtain'. AO1 is not strong in this paragraph, but AO2 is in that there is some analysis based on the conceptual focus of the question. There is then some consideration of the Truman Doctrine and Marshall Aid is referenced. This response gets a mark at the lower end of Level 3 because there is some explanation given, there is some relevant knowledge (though this is best located as Level 2 AO1), and there is a judgement given, but the criteria are implicit. This answer could be improved with the inclusion of more accurately selected knowledge and criteria established and applied that would support the overall judgement.

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