



Rewarding Learning

**General Certificate of Secondary Education
2019**

History

Unit 2: Outline Study

[GHR21]

MONDAY 3 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which examiners should 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:

- AO1** demonstrate knowledge and understanding of the key features and characteristics of the period studied;
- AO2** explain and analyse historical events and periods studied using second-order historical concepts including continuity, change, cause, consequence, significance, similarity and difference;
- AO3** analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied; and
- AO4** analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

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 responses, 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 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

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 (QWC) is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These 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.

Instructions for examiners:

For questions which are assessed using three levels of response the following QWC descriptors are to be used:

Level 1

Writing communicates ideas using a limited range of historical terminology and shows 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

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

Level 3

Writing communicates ideas effectively, using a range of precisely selected historical terms, and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

For questions which are assessed using four levels of response the following QWC descriptors are to be used:

Level 1

Writing communicates ideas using a limited range of historical terminology and shows basic skills of selection of material, but the response lacks clarity, structure and organisation of ideas. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2

Writing communicates ideas using historical terms mostly accurately and shows some skills of selection and organisation of material in a structured way. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar mostly accurately.

Level 4

Writing communicates ideas effectively, using a range of precisely selected historical terms, and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Section A

**AVAILABLE
MARKS**

The detail given in this mark scheme is for **examiner guidance** and candidates are not expected to cover **every** point suggested.

- 1 What does **Source A** tell us about Churchill’s view of the actions of the USSR in central and eastern Europe at the end of World War Two?

Target AO3: Analysis of sources

Award **[0]** for no rewardable material

Level 1 ([1])

Answers at this level will include information extracted from Source A or paraphrased from Source A.

Level 2 ([2]–[3])

Answers at this level will begin to analyse the content of Source A and make some use of it to show Churchill’s view of the actions of the USSR in central and eastern Europe at the end of World War Two. For example, Source A tells us that Churchill believes that the USSR has brought the states of central and eastern Europe under its influence, bringing the people living there under a high measure of control.

Level 3 ([4])

Answers at this level will fully analyse the content of Source A to show Churchill’s view of the actions of the USSR in central and eastern Europe at the end of World War Two. For example, Source A tells us that Churchill believed that the actions of the USSR had resulted in an iron curtain falling across Europe from the Baltic to the Adriatic, and that behind this curtain the USSR had spread its control to the countries and people living there. He believes that the reason for this is the USSR’s desire to spread communism to these countries so that it can increase its power.

Any other valid point

[4]

4

- 2 (a) **Source B** and **Source C** give different views about the reasons for the decision of the USA to offer Marshall Aid to Europe in 1948.

Explain **two** ways in which these views differ.

Target AO4: Analysis of interpretations.

Award **[0]** for no rewardable material

Award **[1]** for identifying a valid difference between Source B and Source C

Award **[2]** for identifying a valid difference between Source B and Source C with supporting evidence

Apply above criteria for **each** way

Any **two** ways:

- Source B is from a Russian politician who describes Stalin's view of the Marshall Plan. He believed that it was 'a trick by Truman' to increase US power over the countries of Europe. This view is completely different to that in Source C
- Source C is from US President Bill Clinton. He states that the Marshall Plan was intended to bring about Europe's recovery after World War Two. This is not mentioned in Source B
- In Source C President Clinton says that the plan was a 'helping hand' for Europe, encouraging Europeans to work with America. This is not mentioned in Source B

Any other valid point

(2 × [2])

[4]

- (b) Explain **one** reason why the views in **Source B** and **Source C** are different.

Target AO4: Analysis of interpretations.

No rewardable material **[0]**

Award **[1]** for identifying a valid reason why the views in Source B and Source C are different

For example, the views in Source B and Source C are different because they are written by different people from different sides in the Cold War

Award **[2]** for identifying a valid reason why the views in Source B and Source C are different with supporting evidence

For example, the sources are different because they are different interpretations of the reasons for the decision of the USA to offer Marshall Aid to the countries of Europe. Source B is the view of a Russian politician who served in Stalin's government. He says that Stalin believed that this was an attempt by the USA to increase its power. Source C is from US President Bill Clinton who believes that President Truman and General Marshall created the Marshall Plan to help Europe recover after World War Two

Any other valid point

[2]

6

- 3 How convincing is the view in **Source D** about the reasons for Stalin's actions in eastern Europe after 1945?

Explain your answer using **Source D** and **your contextual knowledge**.

Target AO4: Analyse, evaluate and make substantiated judgements about interpretations.

Award **[0]** for no rewardable material

Level 1 ([1]–[2])

Answers at this level will show a limited response which will only focus on the content of Source D. Little attempt will be made to address the reasons for Stalin's actions in eastern Europe after 1945. Candidates may simply extract information from Source D, which outlines one view about the reasons for Stalin's actions in eastern Europe after 1945.

Level 2 ([3]–[5])

Answers at this level will show limited knowledge or understanding of the view in Source D or challenge it. Candidates may refer to the view that Stalin's actions in eastern Europe after 1945 were part of a policy to protect the safety of the USSR and may attempt to make a judgement. Candidates can access the top mark in this level if they attempt to analyse and use Source D and some contextual knowledge to reach a limited judgement about how convincing they find the view.

Level 3 ([6]–[8])

Answers at this level will show a clear understanding of the view in Source D about the reasons for Stalin's actions in eastern Europe after 1945. At the top end of this level candidates will use their contextual knowledge to clearly analyse and explain how convincing they find the view. A substantiated judgement will be reached based on contextual knowledge and understanding.

Answers may include some of the following:

- In Source D the historian says that Stalin's actions after World War Two can be interpreted as part of a policy 'to keep the USSR safe' as he was trying to surround the USSR with 'friendly countries.' This could be a convincing view as the USSR had been invaded by Germany in 1941, and Stalin wanted to stop this from ever happening again
- In Source D the historian says that Stalin's actions were not 'the start of a communist takeover.' This may not be a convincing view, as Stalin wanted the countries around the USSR to be communist and he used many methods including vote-rigging and intimidation of political opponents to make this happen
- The view that the actions of Stalin were motivated by the need for safety could be convincing as the USSR had suffered more casualties than any other country during World War Two. He believed that the West did not understand this. As relations with the West worsened during these years, Stalin feared invasion 'by the West'
- Source D tells us that two years after the end of World War Two Stalin had 'established a bloc of countries in eastern Europe controlled by Moscow'. He took action to ensure that these countries had communist governments. Therefore, the view in this source that Stalin's actions were part of a 'policy to keep the USSR safe' is not entirely convincing

Any other valid point

[8]

8

- 4 How far do you agree with the view in **Source D** that Stalin's actions in eastern Europe after 1945 were "part of a policy to keep the USSR safe"?

In your answer you **must** use **Sources B, C and D** and **use information of your own**.

Target AO1, AO2, and AO4: Demonstrate knowledge and understanding of the key features; explain and analyse historical events and periods studied using second-order historical concepts: causation; analyse and evaluate interpretations.

Award **[0]** for no rewardable material

Level 1 ([1]–[4])

Answers will offer a vague general account of the content of Sources B, C and D with little attempt to address the question and limited analysis of only one or two sources. Little attempt will be made to address the view in Source D or the views in Sources B and C. There will be limited or no own knowledge to support the answer and no judgement reached or the judgement will be unsubstantiated.

Level 2 ([5]–[8])

Answers will begin to use the content of Sources B, C and D and describe and analyse the views given in at least two of the sources. There will be some limited own knowledge. An attempt will be made to address the view in Source D that Stalin's actions after 1945 were part of a "policy to keep the USSR safe". A limited judgement will be made.

Level 3 ([9]–[12])

Answers at this level will show an understanding of the different views given in Sources B, C and D. Candidates will begin to explain the view in Source D that the reason for Stalin's actions in eastern Europe after 1945 was that it was part of a "policy to keep the USSR safe". They will include some of their own knowledge to support their answer and further explore the reasons for the different views about the actions of Stalin and the USSR after 1945. Responses of this nature can access the top end of this level. A developed judgement will be reached.

Level 4 ([13]–[16])

Answers at this level will show a clear understanding of the different viewpoints in Sources B, C and D and offer valid explanations for these. Candidates at the top end of this level will make a substantiated judgement based on their own knowledge and understanding.

Answers may include some of the following:

- Source D is the view of a modern historian who argues that Stalin's actions in eastern Europe after 1945 can be seen as part of a "policy to keep the USSR safe". The historian argues that they were not the 'start of a communist takeover' but rather intended to keep the USSR safe by creating a buffer zone of friendly countries around it. This would ensure that any future attempt to invade the USSR would fail
- Source B is the view of a Russian politician, describing Stalin's view that the USA was determined to spread its influence in Europe after 1945 and was prepared to use the Marshall Plan to do this. He believed that the USA was a threat to the USSR, stating that 'the USA did not want to help the USSR.'

The politician argued that these actions reinforced Stalin's belief that he needed to act to keep the USSR safe

- Source C offers an alternative view of the USA's actions. The author, President Bill Clinton says that Truman and Marshall drew up the Marshall Plan to help bring about the recovery of all of the nations of Europe after the war. It was intended to encourage the countries of Europe to work with each other and with the USA to bring this about. There is no mention of any threat to the USSR in this interpretation
- Overall, candidates could argue that Stalin did have genuine reasons to worry about the USSR's safety and to take action to protect his country. However, the fact that he established communist governments in the 'friendly countries' suggests that he had other motives for his actions as well.

Any other valid point

[16]

Section A

**AVAILABLE
MARKS**

16

34

Section B

AVAILABLE
MARKS

5 Describe **two** reasons for the US invasion of Afghanistan in 2001.

Target AO1: Demonstrate knowledge and understanding of the key features.

Award **[0]** for no rewardable material

Able to identify **one** reason with limited description **[1]**

For example, revenge for the 11 September 2001 attack on the World Trade Centre and the Pentagon

Able to identify **one** reason with detailed description **[2]**

For example, the Taliban government in Afghanistan refused to hand over Osama bin Laden, leader of the Al Qaeda group which claimed responsibility for the 9/11 attack. The invasion of Afghanistan was to remove the Taliban government and capture Osama bin Laden, who was seen as responsible for the attacks in New York and Washington DC.

Apply criteria to each reason

Any other valid point

(2 × [2])

[4]

4

6 (a) Why and how did the USA respond to the spread of communism in South East Asia by 1965?

Use the following guidelines in your answer. You **must** also use information of your own.

- Reasons for US involvement in Korea and Vietnam
- US actions in Korea, 1950–1953
- US actions in Vietnam, 1954–1965

Target AO1 and AO2: Demonstrate knowledge and understanding of the key features to explain and analyse historical events and periods studied using second order historical concepts: causation/consequence/significance.

Award **[0]** for no rewardable material

Level 1 ([1]–[5])

Answers at this level may use only one of the guidelines and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies.

Writing communicates ideas using a limited range of historical terminology and shows basic 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]–[11])

Answers will use at least two of the guidelines, perhaps with some omissions, but will offer a more informed explanation and some analysis of why and how the USA responded to the spread of communism in South East Asia by 1965.

Writing communicates ideas using historical terms mostly accurately and shows some skills of selection and organisation of material in a structured way. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([12]–[17])

Answers will use all the guidelines and include more detail to provide a clear explanation and analysis of why and how the USA responded to the spread of communism in South East Asia by 1965.

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar mostly accurately.

Level 4 ([18]–[22])

Answers will use all the guidelines and will provide a clear and full explanation of why and how the USA responded to the spread of communism in South East Asia by 1965. Analysis will be focused on the question, with accurate detail throughout.

Writing communicates ideas effectively, using a range of precisely selected historical terms, and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:**Reasons for US involvement in Korea and Vietnam**

- The Truman Doctrine of 1947 widened the USA's commitment to contain the spread of communism. The loss of China to communism in 1949 with the victory of Mao Ze Dong in the Chinese civil war was a blow for the USA. Then in 1950 communist USSR and China signed a Treaty of Friendship. Cold War tensions shifted to Asia and many Americans believed in the Domino Theory that all countries in Asia were now in danger from communism
- Korea was divided on Cold War lines in 1948 along the 38th parallel. North Korea was ruled by Kim Il Sung, a communist, and South Korea by Syngman Rhee, who was supported by the USA
- In June 1950 North Korea invaded South Korea. Many Americans blamed Stalin and the USSR for North Korea's invasion and saw it as the first stage in a communist takeover of Asia
- The USA was also concerned about French Indo-China, especially Vietnam. Between 1950 and 1954 the US government gave \$1.4 billion to France as it tried to regain control over Vietnam in a war against the communist Vietminh, led by Ho Chi Minh. The French defeat at Dien Bien Phu in 1954 led to Vietnam becoming an area of great concern for the USA. The USA ensured that Vietnam was divided on Cold War lines

in 1954 along the 17th parallel: communist North Vietnam and non-communist South Vietnam

US actions in Korea, 1950–1953

- North Korea captured Seoul, the capital of South Korea, within a few days and by September 1950 South Korea was on the verge of surrender. President Truman responded by using the United Nations as a front to send American troops and supplies to help South Korea
- In September 1950 the UN/USA army landed at Inchon behind North Korean lines and by October the North Korean army was pushed back to the 38th parallel. The UN/USA army went on the offensive, invading North Korea and reaching the Yalu River, the border between North Korea and China. President Truman was now pursuing a more ambitious policy of 'rollback'. General MacArthur wanted to remove the communist government in China. In November 1950, more than 250 000 Chinese 'volunteers' invaded North Korea and pushed the UN/USA army back over the 38th parallel
- The US/UN launched heavy bombing raids on North Korea. General MacArthur was sacked in 1951 and Truman reverted to the more cautious policy of containment. From 1951 to 1953 the war comprised aerial battles, with the USSR helping China and the North Korean air force. Russian pilots wore Chinese uniforms and had Chinese symbols on their planes
- The USA remained in Korea until an armistice was signed in July 1953. The Korean War showed the commitment of the USA to contain the spread of communism in Asia. Over 50 000 Americans were killed in the Korean War which cost the USA \$12 billion. The actions of the USA had saved South Korea but had also showed the dangers of pursuing a policy of 'rollback'

US actions in Vietnam, 1954–1965

- Between 1954 and 1964 the USA took an increased role in helping South Vietnam. The USA sent 16 000 military advisers and gave \$3 billion to the government of President Diem to fight against the Vietcong. Diem was very unpopular and supported the Catholic landowners in a country dominated by Buddhist peasants. When President Diem was killed in November 1963, the communist Vietcong controlled 60% of the country
- The Gulf of Tonkin Incident, August 1964, was the immediate cause of direct US involvement. A North Vietnamese gun boat fired at a US warship. There was anger in the USA and President Johnson was determined not to lose South Vietnam. The US Congress passed the Tonkin Resolution which transformed the USA's role from indirect to direct involvement
- Direct military involvement increased in 1965 against the Vietcong and North Vietnam. The Vietcong was an experienced guerrilla army which had already defeated the Japanese and French. Its leader was Ho Chi Minh, leader of North Vietnam. The Vietcong received indirect military help from the USSR and China
- The USA began Operation Rolling Thunder, the aerial bombing of North Vietnam in March 1965. By December 1965 over 180 000 American soldiers were in Vietnam and the war had already cost \$20 billion

Any other valid point

[22]

22

- (b) How did relations between the USA and the USSR change between 1980 and 1991?

Use the following guidelines in your answer. You **must** also use information of your own.

- Policies and actions of President Reagan
- Policies and actions of President Gorbachev
- Collapse of communism and the end of the Cold War

Target AO1 and AO2: Demonstrate knowledge and understanding of the key features to explain and analyse historical events and periods studied using second order historical concepts: change/continuity/significance.

Award **[0]** for no rewardable material

Level 1 ([1]–[5])

Answers at this level may use only one of the guidelines and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies.

Writing communicates ideas using a limited range of historical terminology and shows basic 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]–[11])

Answers will use at least two of the guidelines, perhaps with some omissions, but will offer a more informed explanation and some analysis of how relations between the USA and the USSR changed between 1980 and 1991.

Writing communicates ideas using historical terms mostly accurately and shows some skills of selection and organisation of material in a structured way. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([12]–[17])

Answers will use all of the guidelines and include more detail to provide a clear explanation and analysis of how relations between the USA and the USSR changed between 1980 and 1991.

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar mostly accurately.

Level 4 ([18]–[22])

Answers will use all of the guidelines and will provide a clear and full explanation of how relations between the USA and the USSR changed between 1980 and 1991. Analysis will be focused on the question, with accurate detail throughout.

Writing communicates ideas effectively, using a range of precisely selected historical terms, and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:

AVAILABLE
MARKS

Policies and actions of President Reagan

- Relations between the USA and USSR worsened when Ronald Reagan became President of the USA in 1981. In 1983 Reagan condemned the USSR as 'an evil empire'. The USA increased spending on weapons which increased tensions. Relations deteriorated further when the USA used its economic superiority to spend billions of dollars on new nuclear missiles and defence systems, especially the development of the Strategic Defence Initiative (SDI), a space-based laser defence system called 'Star Wars'. The USA also increased its supply of nuclear missiles to Western Europe
- Relations remained tense and the USSR boycotted the Los Angeles Olympics in 1984. However, relations between the USA and the USSR improved significantly with the appointment of Gorbachev as President of the USSR in 1985
- Between 1985 and 1988, a series of meetings between Reagan and Gorbachev improved relations. Reagan's tactic of combining pressure and negotiation was important in changing relations between the USA and the USSR

Policies and actions of President Gorbachev

- Gorbachev adopted a different approach to foreign policy. He was concerned at the strain that the arms race and the war in Afghanistan put on the Russian economy. Industries in the USSR needed modernisation and living standards were low
- Gorbachev's two policies of Glasnost (openness) and Perestroika (economic reform) had a big impact on relations between the USSR and the USA between 1985 and 1991. They also changed the nature of the USSR's relations with the satellite countries of eastern Europe
- Gorbachev abandoned the Brezhnev Doctrine and allowed the countries of eastern Europe more freedom to decide their future. Thus, Glasnost had a dramatic impact on the nature of Russian control over eastern Europe as it removed a key source of tension in relations with the USA during the Cold War
- A willingness to reach agreement on nuclear weapons removed another source of tension between the USA and the USSR. A treaty was signed in 1987 with the USA and the USSR. In 1988 the withdrawal of Russian armies from Afghanistan and eastern Europe removed another major source of tension between the USSR and the USA

Collapse of communism and the end of the Cold War

- Gorbachev's policy not to intervene to support communist governments removed a major source of tension in USA/USSR relations. In August 1989 Poland became the first country in eastern Europe to have a non-Communist government. Non-communist governments were also elected in Hungary and Czechoslovakia in 1989. The Communist leadership in Bulgaria resigned in November 1989. In 1990 Ceauşescu, the communist leader of Romania, was executed
- Honecker, the communist leader in East Germany resisted Gorbachev's reforms. During 1989 thousands of East Germans fled to the West through Hungary. Then on 9 November 1989 thousands of demonstrators forced their way through the Berlin Wall using pick axes and hammers. The Berlin Wall, the starkest symbol of the East-West divide was removed and in October 1990 East and West Germany were reunited

- By 1991 the Cold War had ended and communist rule in East Europe had collapsed. In July 1991, the Warsaw Pact was dissolved. After Gorbachev resigned in 1991, the USSR disintegrated and 15 republics declared their independence
- The period between 1980 and 1991 saw immense changes in Europe which transformed relations between the USA and the USSR. When the new American President George Bush met Gorbachev in Malta in 1989, they declared that the Cold War was over

Any other valid point

[22]

Section B

Total

**AVAILABLE
MARKS**

22

26

60