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**GCSE**  
**HISTORY**  
**8145/1B/C**

Paper 1 Section B/C:

Conflict and tension between East and West,  
1945–1972

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Mark scheme

June 2022

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Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

### Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	<b>Performance descriptor</b>	<b>Marks awarded</b>
High performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>	4 marks
Intermediate performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>	2–3 marks
Threshold performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>	1 mark
No marks awarded	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

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**Source A** is critical of Stalin. How do you know?

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

**[4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Analyse sources contemporary to the period (AO3a)**

**Level 2:**      **Developed analysis of source based on content and/or provenance**      **3–4**

Students may progress from a simple analysis of the source with extended reasoning supported by factual knowledge and understanding related to the features of the source.

For example, the cartoon is critical of Stalin because it was published during the Korean War when the USA and USSR were fighting over the spread of communism in Asia. Stalin provided weapons for Chinese soldiers to use in the fight against the UN forces in South Korea.

**Level 1:**      **Simple analysis of source based on content and/or provenance**      **1–2**

Students identify relevant features in the source and support them with simple factual knowledge and understanding.

For example, the source shows that Stalin is helping Mao to send soldiers to fight and die. The cartoon is American so it will show communist countries in a bad light.

**Students either submit no evidence or fail to address the question**      **0**

0 2

How useful are **Sources B** and **C** to an historian studying the Berlin Blockade?

Explain your answer using **Sources B** and **C** and your contextual knowledge.

**[12 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**

**Analyse sources contemporary to the period (AO3a)**

**Evaluate sources and make substantiated judgements (AO3b)**

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of sources (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

**Level 4:**

**Complex evaluation of both sources with sustained judgement based on content and provenance**

**10–12**

Students may progress from a developed evaluation of the sources by complex reasoning related to utility on the basis of content and provenance. They may evaluate the relationship between the sources based on analysis of provenance and contextual knowledge.

For example, taken together the sources are useful because they show how the Berlin Crisis was seen differently by both sides in the Cold War. An historian can see how even though the Blockade did not lead to armed conflict, Sources B and C are evidence that both sides tried to blame each other for the incident. The sources both show how tension increased between East and West during the Berlin Blockade and made future cooperation less likely.

**Level 3:**

**Developed evaluation of sources based on the content and/or provenance**

**7–9**

Students may progress from a simple evaluation of the sources with extended reasoning related to utility on the basis of content and/or provenance.

For example, Source B is useful to show how Stalin tried to justify his actions by accusing the Western powers of acting unreasonably. He is trying to blame the Western powers for breaking the agreement made at the Yalta Conference in 1945, that Germany and Berlin would be kept as four separate sections. However, the Western Allies merged their zones in 1948 and also introduced a single currency into the newly formed West Germany and West Berlin. Source C is a British cartoon so it will be opposed to Stalin's blockade of West Berlin. The cartoon makes fun of 'Joe' Stalin because he cannot block the air corridors to stop planes from bringing supplies to Berlin.

For example, Source C is useful to an historian because it shows that British people were pleased to be standing up to Stalin's Blockade. The Allies began

the Berlin Airlift which was a solution to the blockade of land routes to West Berlin. Planes were used to provide essential supplies of food and fuel to the people of West Berlin. The cartoon shows that Stalin wanted to try and stop the planes from flying. However, he did not want to risk shooting them down as that would be seen as an act of war. Source B explains that Stalin's motive for the blockade was to protect his zone of occupation. When Britain, France and the USA merged their zones into one, Stalin was afraid that Germany would recover and could threaten the USSR once again.

**Level 2: Simple evaluation of source(s) based on content and/or provenance 4–6**

Students may progress from a basic analysis of the source(s) to simple evaluation of the content and/or provenance.

For example, Source B explains that Stalin's motive for the blockade was to protect his zone. When Britain, France and the USA merged their zones into one, Stalin was afraid that Germany would recover and could threaten the USSR once again.

Source C is a British cartoon so it will be opposed to Stalin's blockade of West Berlin. The cartoon makes fun of 'Joe' Stalin because he cannot block the air corridors to stop planes from bringing supplies to Berlin.

**Level 1: Basic analysis of sources(s) 1–3**

Answers may show understanding/support for one or both sources, but the case is made by assertion/basic inference.

Students identify basic features which are valid about the sources and related to the enquiry point, for example, Source B says that the Soviet Government is trying to look after the people of Berlin.

Source C shows that Stalin is responsible for blocking access to Berlin.

**Students either submit no evidence or fail to address the question 0**

**0 3**

Write an account of how events in Hungary during 1956 affected the Cold War.

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**  
**Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)**

**Level 4:**      **Complex analysis of causation/consequence**      **7–8**  
**Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**

Extends Level 3.

Students may progress from a developed narrative of causation/consequence with complex sequencing and reasoning supported by a range of accurate and detailed factual knowledge and understanding which might be related, for example, to an analysis of how/why tension increased at different stages and /or showing understanding about how much each part of the sequence increased tension.

For example, the Cold War was negatively affected because the events of 1956 demonstrated that the United Nations was unable to prevent acts of brutality by the USSR. The UN passed a motion to call for the withdrawal of Soviet tanks from Hungary but the USSR vetoed the decision.

**Level 3:**      **Developed analysis of causation/consequence**      **5–6**  
**Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Extends Level 2.

Students may progress from a simple narrative of causation/consequence with developed sequencing and reasoning supported by a range of accurate factual knowledge and understanding which might be related, for example to an analysis of how/why tension increased at one stage in the process.

For example, the Cold War was affected because the USA did not intervene to help the Hungarian revolutionaries in 1956. The USA argued that since Hungary was in the Soviet 'sphere of influence', it would be politically unwise if America was to interfere.



<b>Level 2:</b>	<p><b>Simple analysis of causation/consequence</b>  <b>Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question</b></p> <p>Students may progress from a basic narrative of causation/consequence by showing a simple understanding of sequencing, supporting it with factual knowledge and understanding.</p> <p>For example, Nagy became the leader of Hungary. He made democratic style reforms that gave people more political freedom and he announced that Hungary would leave the Warsaw Pact.</p>	<b>3–4</b>
<b>Level 1:</b>	<p><b>Basic analysis of causation/consequence</b>  <b>Answer is presented as general statements which demonstrates basic knowledge and understanding that is relevant to the question</b></p> <p>Students identify cause(s)/consequence(s) about the events such as Soviet tanks and troops were sent to Hungary to crush the uprising.</p>	<b>1–2</b>
	<p><b>Students either submit no evidence or fail to address the question</b></p>	<b>0</b>

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

**0 4**

'The U2 Crisis was the main reason why tension developed between East and West during the 1960s.'

How far do you agree with this statement?

Explain your answer.

**[16 marks]**  
**[SPaG 4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Explain and analyse historical events and periods studied using second-order concepts (AO2:8)**  
**Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)**

**Level 4:**      **Complex explanation of stated factor and other factor(s) leading to a sustained judgement**      **13–16**  
**Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**  
Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.

Extends Level 3.

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by detailed factual knowledge and understanding to form a sustained judgement.

For example, the U2 Crisis was not the main reason why tension developed during the 1960s because more serious conflicts followed such as the loss of life incurred during the Prague Spring and the international fear of nuclear war during the Cuban Missile Crisis. However, coming as it did at the very start of the decade, it could be argued that it set the tone for East–West relations by making it clear that 'peaceful co-existence' was unlikely.

**Level 3:**      **Developed explanation of the stated factor and other factor(s)**      **9–12**  
**Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

Extends Level 2.

Answer may suggest that one reason has greater merit.

Students may progress from a simple explanation of causation with developed reasoning supported by factual knowledge and understanding.

For example, the U2 Crisis was the main reason why tension developed between the East and West because once the spy plane had been captured by the Soviets, the American government lied about the purpose of the flight. They claimed it was simply conducting weather research. Khrushchev revealed the deception at the opening of the Paris Peace summit and when Eisenhower refused to apologise, the meeting was abandoned. This affected the Cold War because it was a missed opportunity to have face-to-face discussions and reduce tension.

For example, the Prague Spring was also a reason why tension developed during the 1960s because Soviet forces invaded Czechoslovakia and installed their own loyal government. Dubcek had introduced political reforms into Czechoslovakia by relaxing state control of the economy and the press. The USSR and the other Warsaw Pact leaders felt any reforms could damage the communist system as a whole. East–West tension increased when Western countries criticised the violent response from Moscow and called for the UN to condemn the USSR.

<b>Level 2:</b>	<b>Simple explanation of stated factor or other factor(s)</b> <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b>	<b>5–8</b>
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Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Answers arguing a preference for one judgement but with only basic explanation of another view will be marked at this level.

Students may progress from a basic explanation of causation by simple reasoning and supporting it with factual knowledge and understanding.

For example, tension developed during the 1960s because of the Cuban Missile Crisis. The USSR had nuclear missiles on the island of Cuba which put America in danger of attack. Kennedy used a naval blockade to stop any more missiles arriving on Cuba and demanded that the existing missiles were removed.

<b>Level 1:</b>	<b>Basic explanation of one or more factors</b>	<b>1–4</b>
	<b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation of one or more factors.

Students may offer a basic explanation of the stated factor, such as tension developed between East and West during the 1960s because an American U2 plane was caught spying on the USSR.

Students may offer basic explanations of other factor(s), for example, there was an increase in tension when USSR built the Berlin Wall. No one knew how the USA would react. Fighting may have broken out.

<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>
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## Spelling, punctuation and grammar

	<b>Performance descriptor</b>	<b>Marks awarded</b>
High performance	<ul style="list-style-type: none"> <li>Learners spell and punctuate with consistent accuracy</li> <li>Learners use rules of grammar with effective control of meaning overall</li> <li>Learners use a wide range of specialist terms as appropriate</li> </ul>	4 marks
Intermediate performance	<ul style="list-style-type: none"> <li>Learners spell and punctuate with considerable accuracy</li> <li>Learners use rules of grammar with general control of meaning overall</li> <li>Learners use a good range of specialist terms as appropriate</li> </ul>	2–3 marks
Threshold performance	<ul style="list-style-type: none"> <li>Learners spell and punctuate with reasonable accuracy</li> <li>Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>Learners use a limited range of specialist terms as appropriate</li> </ul>	1 mark
No marks awarded	<ul style="list-style-type: none"> <li>The learner writes nothing</li> <li>The learner's response does not relate to the question</li> <li>The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0 marks