



**GCE**

**History A**

**Y253/01: Non-British period study: The Cold War in Europe  
1941-1995**

AS Level

**Mark Scheme for June 2024**

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

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

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

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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING

#### RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

#### Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the

highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

### **Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

### **Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### **Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### **Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### **Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

## 7. Award No Response (NR) if:

- there is nothing written in the answer space

## Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

## 9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

## 10. For answers marked by levels of response:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- To determine the mark within the level**, consider the following















Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

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Mark Scheme

June 2024

## 11. Annotations

Annotation	Meaning
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Provenance
	Simple comment
	Unclear
	View

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Annotation	Meaning
<b>S</b>	Synthesis
<b>C</b>	Continuity/Change

Question			Answer	Mark	Guidance
1*			<p><b>Assess the causes of wartime tensions in the Grand Alliance in the period from 1941 to 1945.</b></p> <p><b>In arguing that the main cause of wartime tensions was political ideology</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>• The incompatibility of communism and capitalism</li> <li>• Soviet suspicion that the Western powers aimed to destroy communism as well as fascism</li> <li>• The concern of Western Allies regarding supposed plans for the westward expansion of Soviet communism</li> <li>• Stalin's determination to secure communism in the east against the perceived threat of capitalism</li> <li>• Truman's personal intolerance of communism</li> <li>• The significance of ideological differences on relationships between heads of state.</li> </ul> <p><b>In arguing that other factors account for wartime tensions</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>• The delay in establishing a Second Front</li> <li>• Massive Soviet losses and the belief that the USSR had taken on more than its fair share in the fight against Nazism</li> <li>• Soviet actions in Poland: failure to support the Warsaw uprising, execution of Polish officers, occupation</li> <li>• Disagreements over the aims and terms of the wartime conferences</li> <li>• Differing personalities (e.g. Stalin's dysfunctionality; Truman's intolerance)</li> <li>• The development and ownership of nuclear weapons by the USA</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be a judgement as to the importance of one or more causes.</li> <li>• At Level 5 answers might establish criteria against which to judge the relative importance of two or more causes.</li> <li>• To be valid, judgements must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the mark scheme.</li> </ul>



Question			Answer	Mark	Guidance
2*			<p><b>‘The failure of the coup of 1991 was the most important factor in the ending of the Cold War in the period from 1984 to 1995.’</b></p> <p><b>How far do you agree?</b></p> <p><b>In arguing that it was the most important factor,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• Had it succeeded the Soviet Union probably would have survived intact for some time thereafter</li> <li>• Its failure prevented the full imposition of a state of emergency and the restoration of authoritarian rule</li> <li>• It resulted in Gorbachev’s replacement by the reformist Yeltsin instead of his replacement by a hardliner such as Kryuchov had it succeeded</li> <li>• Its failure led to the disbanding of the Central Committee by Gorbachev, and the end of the Communist Party by Yeltsin</li> <li>• Its failure enabled the formal dissolution of the Soviet Union in December 1991 and creation of the Russian Federation</li> <li>• It reinforced determination to prevent future attempts to reinstate authoritarian rule across the former Soviet bloc.</li> </ul> <p><b>In arguing that other factors were important,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>• The impact of widespread disenchantment with communism in Soviet satellite states before the coup of 1991 (e.g. Solidarity) on support for the war</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be a judgement as to the extent of importance of failure of the coup.</li> <li>• At Level 5 answers might establish criteria against which to judge the importance of the failure of the coup.</li> <li>• To be valid, judgements must be supported by relevant and accurate material. If not, they are assertions.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the mark scheme.</li> </ul>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• The impact of economic conditions and the standard of living in the Soviet bloc on support for continued war</li> <li>• The impact of protests against the war, and the significance of repressive government actions on support for the war</li> <li>• The significance of Gorbachev's policies of perestroika and glasnost in undermining communist regimes in the Soviet bloc</li> <li>• The role of Kohl and West Germany's drive towards reunification in ending the Cold War</li> <li>• The inability of the USSR to compete with the economic and military might of the USA</li> <li>• The impact of the high costs of war with Afghanistan (financial and manpower) on the USSR's ability to compete with the West</li> <li>• Reagan's diplomacy and use of SDI to put pressure on the USSR to end the war</li> </ul>		

Question			Answer	Mark	Guidance
3			<p><b>‘The prospects for a socialist Europe, more democratic than communist, were very bright in 1945.’</b></p> <p><b>M McCauley, Origins of the Cold War, published in 1995.</b></p> <p><b>Evaluate the strengths and limitations of this interpretation, making reference to other interpretations that you have studied.</b></p> <p><b>The historical debate</b> centres on the extent to which there was a realistic prospect of achieving a socialist Europe in 1945.</p> <p><b>In analysing and evaluating the strengths and weaknesses of the interpretation</b>, answers might consider the view that there was a good chance of achieving a Europe that was more democratic than communist or, by implication, authoritarian, and by extension, the implication that a Europe divided between communism and capitalism was not inevitable. Answers might consider how far the hope of large sections of Eastern Europe not falling under Communist control was a realistic possibility.</p> <p><b>In analysing and evaluating the strengths of the given interpretation</b>, answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The strength of democracy movements and parties in Western Europe in 1945 (e.g. post-Vichy France and Attlee’s election victory)</li> <li>• The strong rhetoric of American support for democracy in Europe</li> <li>• The terms of the wartime conferences, in which free elections were promised for states occupied by the Red Army</li> </ul>	30	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation.</li> <li>• Candidates must refer to at least one other interpretation.</li> <li>• The quality of analysis and evaluation of the interpretations should be considered when assigning answers to a level, not the quantity of other interpretations used in the answer.</li> <li>• Other interpretations considered as part of evaluation and analysis do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint.</li> <li>• Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however for level 5 there should be well supported evaluation of both and for level 4 supported evaluation of both, in line with levels descriptors.</li> <li>• Candidates are not required to construct their own interpretation.</li> </ul>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• The start of Truman's presidency and a tougher, less conciliatory approach towards Stalin &amp; the USSR</li> <li>• The death of Hitler and post-war destruction of the Nazi regime in Germany</li> <li>• The military and economic advantages of Western capitalism and socialism (including the ultimate, nuclear, threat) in promoting social democracy across Europe</li> <li>• The dissolution of Comintern in 1943.</li> </ul> <p><b>In analysing and evaluating the weaknesses of the given interpretation,</b> answers might use knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The expansionist nature of the Soviet Union and Communist political theory</li> <li>• The might of the Red Army in 1945 and the control that this gave the USSR over Eastern Europe</li> <li>• The alliances made in 1944-5 between Russia and communist/pro-Soviet politicians in Eastern states – Lublin Poles, Benes, Groza, Tito etc.</li> <li>• The pre-existing wartime tensions between east and west, which made cooperation unlikely</li> <li>• Stalin's desire for a military buffer of communist states in Eastern Europe, combined with the Bolshevik concept of world revolution</li> <li>• The differing aims for Germany in 1945, between the US and UK which wanted to rebuild and the USSR which wanted to destroy</li> <li>• The question of how far democracy was dependent on the US troops stationed in Europe, and how this would change once they were withdrawn</li> </ul>		

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>The survival of fascism under Franco in neutral Spain.</li> </ul> <p><b>Other interpretations that might be used in evaluation of the given interpretation are:</b></p> <ul style="list-style-type: none"> <li>Interpretations which argue that Europe was riddled with existing and looming socio-cultural problems (e.g. ethnic and nationalist) which undermined the possibility of any kind of political consensus</li> <li>Interpretations which argue that a politically divided Europe was inevitable long before 1945, so that there was no real bright prospect for Europe by the end of the war.</li> </ul>		

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	<b>Generic mark scheme for Section A, Questions 1 and 2: Essay [30]</b>
<b>Level 5</b> 25–30 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in
<b>Level 4</b> 19–24 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
<b>Level 3</b> 13–18 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit.
<b>Level 2</b> 7–12 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
<b>Level 1</b> 1–6 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section B, Question 3: Interpretation [20]</b>
<b>Level 5</b> 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
<b>Level 4</b> 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
<b>Level 3</b> 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths,
<b>Level 2</b> 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or
<b>Level 1</b> 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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