



**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for Autumn 2021**

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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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## 1. Annotations

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

| Question |      | Answer  | Mark | Guidance  |
|----------|------|---|------|---|
| 1        | (a)  | <p><b>Which of the following was a more significant reason for the breakdown in relations in the ‘Grand Alliance’ between 1941 and 1945?</b></p> <p><b>i. The liberation of Europe in the West</b><br/> <b>ii. The liberation of Europe in the East</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with the West</b>, answers might consider disagreements over the timing of the opening of a second front.</li> <li>• Answers might consider Stalin’s resentment of what he saw as the willingness of the USA and GB to allow the USSR to shoulder the main burden of war.</li> <li>• Answers might consider the significance of the issue of the future of Germany.</li> <li>• <b>In dealing with the East</b>, answers might consider disagreement over the issue of spheres of influence after the war.</li> <li>• Answers might consider the issue of the Soviet occupation of Eastern Europe.</li> <li>• Answers might consider the disagreements over free elections in Eastern Europe.</li> </ul> | 10   | <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to the reasons for the breakdown in relations in the Grand Alliance.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable.</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 levels marks scheme.</li> </ul> |
| 1        | (b)* | <p><b>How important was the collapse of the USSR in bringing about the end of the Cold War?</b></p> <p><b>In arguing that it was the main reason</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>• The importance of nationalisms within the Soviet Union and the opportunity Gorbachev’s abandonment of the Brezhnev Doctrine created for nationalist groups to assert independence.</li> </ul>  | 20   | <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list reasons.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not, they are</li> </ul>  |

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|   |     | <ul style="list-style-type: none"> <li>The long-term economic problems in the USSR which arguably rendered the Soviet regime unsustainable.</li> <li>The elections in the USSR in 1989.</li> <li>The collapse of Soviet power meant that there was no force to uphold states in Eastern Europe.</li> <li>Soviet inability to support regimes world-wide, including Cuba and Ethiopia</li> </ul> <p><b>In arguing that other reasons were more important,</b> answers might consider:</p> <ul style="list-style-type: none"> <li>The impact of the war in Afghanistan.</li> <li>Events in Eastern Europe and the USSR's decision not to use force to support the regimes</li> <li>The impact of the collapse of Soviet control of Eastern Europe on the USSR, including on nationalisms</li> <li>The impact of American policies, particularly the escalation of the arms race, on the sustainability of the USSR.</li> <li>Ideological change within the USSR, Gorbachev did not believe in world-wide revolution.</li> <li>The priorities of Gorbachev, particularly the restructuring of the Soviet economy.</li> <li>The policies and attitudes of the USA, particularly Ronald Reagan.</li> </ul> |    | <p>assertions.</p> <ul style="list-style-type: none"> <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 levels mark scheme.</li> </ul>   |
| 2 | (a) | <p><b>Which of the following created greater change in relations between the USSR and the West?</b></p> <p><b>i. Détente in the 1970s</b></p> <p><b>ii. The 'new Cold War' of 1979-1985</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li><b>In dealing with detente,</b> answers might consider agreements over arms limitation and reduction,</li> </ul>  | 10 | <ul style="list-style-type: none"> <li>No set answer is expected</li> <li>Judgement must be supported by relevant and accurate material.</li> <li>Only credit material relevant to changes in relations between East and West.</li> <li>Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable.</li> <li>Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for</li> </ul> |

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|    |      | <p>easing the tension over nuclear weapons.</p> <ul style="list-style-type: none"> <li>• Answers might consider improved communication and relations between leaders.</li> <li>• Answers might consider the significance of Ostpolitik in easing relations between East and West Germany.</li> <li>• <b>In dealing with the new Cold War</b>, answers might consider the renewal of tensions.</li> <li>• Answers might consider the escalation of the nuclear threat.</li> <li>• Answers might consider the renewed commitment of the United States to 'win' the Cold War and not accept peaceful coexistence.</li> </ul>  |    | <p>analysis and evaluation, in line with descriptions in the levels marks scheme.</p>   |
| 2. | (b)* | <p><b>'Stalin was responsible for the breakdown in relations between the USSR and its western allies in the years between 1941 and 1945.' How far do you agree?</b></p> <p><b>In arguing that Stalin was the main factor</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>• His ideological position.</li> <li>• His personality and leadership/negotiating style.</li> <li>• His desire to establish a Soviet sphere of influence on Eastern Europe.</li> <li>• His intransigence on issues like Germany.</li> <li>• His decision making in Eastern Europe once Soviet armies began to liberate it from Nazi rule and occupy it.</li> </ul> <p><b>In arguing that Stalin was not the main reason</b>, answers might consider:</p> <ul style="list-style-type: none"> <li>• The importance of other leaders including Roosevelt, Churchill and Atlee.</li> <li>• The anti-communism of Truman.</li> <li>• The strategic problems raised by the complexities of</li> </ul> | 20 | <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on 'how far', but at Level 4 may simply list the causes.</li> <li>• At Level 5 and above there will be judgement as to the relative importance of the various causes.</li> <li>• At higher levels candidates might establish criteria against which to judge.</li> <li>• To be valid judgements, claims 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 levels mark scheme.</li> </ul> |

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|  |  |  | <p>a war on many fronts against various global allies, which caused tensions.</p> <ul style="list-style-type: none"><li>• Long-term ideological differences.</li><li>• The difficulty of finding common ground on issues like Germany and the future of Eastern Europe</li><li>• The importance of the development of the atomic bomb by 1945.</li></ul> |  |  |
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APPENDIX 1 – this contains a generic mark scheme grid

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|------------------------------|--|
|                              | <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 Question 1(a) and Question 2(a): Which of the following? [10]</b>   |
| <b>Level 6</b><br>9–10 marks | Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.   |
| <b>Level 5</b><br>7–8 marks  | Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.  |
| <b>Level 4</b><br>5–6 marks  | Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.                    |
| <b>Level 3</b><br>3–4 marks  | Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.   |
| <b>Level 2</b><br>2 marks    | Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.  |
| <b>Level 1</b><br>1 mark     | Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion. |
| 0 marks                      | Nothing of any relevance to the factors.   |

|                                  |   |
|----------------------------------|---|
|                                  | <i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>   |
|                                  | <b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>  |
| <b>Level 6</b><br>17–20<br>marks | There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements.<br>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.   |
| <b>Level 5</b><br>13–16<br>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.<br>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.   |
| <b>Level 4</b><br>10–12<br>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.<br>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><br>7–9<br>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.<br>The information has some relevance and is presented with limited structure. The information is supported by limited evidence. |
| <b>Level 2</b><br>4–6<br>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.<br>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><br>1–3<br>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.<br>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.  |

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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