



GCE MARK SCHEME (New specification - Wales only)

SUMMER 2016

HISTORY - UNIT 1  
PERIOD STUDY 8

EUROPE IN AN AGE OF CONFLICT AND  
CO-OPERATION, 1890-1991

2100UH

## INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**UNIT 1**  
**PERIOD STUDY 8**  
**EUROPE IN AN AGE OF CONFLICT AND CO-OPERATION, 1890-1991**  
**MARK SCHEME**  
**Section A**

**Marking guidance for examiners**

**Summary of assessment objectives for Section A**

Section A questions assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

**The structure of the mark scheme**

The mark scheme for Section A has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

**Deciding on the mark awarded within a band**

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

**Organisation and communication**

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

## INDICATIVE CONTENT FOR QUESTION 1

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **‘The collectivisation of agriculture had the greatest impact on the lives of the Russian people in the period 1924-1945.’ Discuss.**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the collectivisation of agriculture had the greatest impact on the lives of the Russian people in the period 1924-1945. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the collectivisation of agriculture had the greatest impact on the Russian people in the period 1924-1945. In order to reach a substantiated judgement about this issue, candidates may argue that the collectivisation of agriculture had a huge impact on the lives of the Russian people. The response might support this proposition by considering issues such as:

- the forcible collectivisation of peasant production and the use of brutal methods
- a class war was waged in the countryside against the kulaks which amounted to dispossession, deportation and murder
- the forced agrarian revolution cost millions of lives and led to economic stagnation
- shortages and rural procurement led to a catastrophic rural famine
- the destruction of the kulaks led to a shortage in expertise and inexperience in the collective farms
- the result was a sharp drop in production, the slaughter of animals and a growth in resistance
- agricultural peasants and farmers had been made to serve the towns and workers
- it can be argued that collectivization succeeded in its main purpose in providing resources for industrialisation

Candidates might consider challenging the proposition in the question by arguing that in some respects other policies and developments had a greater impact on the lives of the Russian people in this period. The response might consider issues such as:

- vast numbers of peasants fled the countryside and moved to the industrial centres;
- the Five Year plans also involved considerable sacrifice for industrial workers. The Five Year Plans led to poor standards of living for industrial workers and abysmal housing conditions. Unrealistic quotas led to the neglect of safety
- the Russian people were offered a mixed diet of terror and illusion. Alongside terror the Russian people were presented with an illusion of the dawn of socialism and the cult of personality presented through government propaganda
- the cultural changes of the period had a severe impact on diverse groups within society including the young, women, artists and film makers

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which collectivisation of agriculture had the greatest impact on the lives of the Russian people in the period 1924-1945

## INDICATIVE CONTENT FOR QUESTION 2

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **How far do you agree that Mussolini maintained control in Italy between 1924 and 1943 mainly through the use of terror?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Mussolini mainly used terror to maintain control in Italy between 1924 and 1943. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Mussolini mainly used terror to maintain control in Italy between 1924 and 1943. In order to reach a substantiated judgement about this issue, candidates may argue that Mussolini maintained control mainly by using terror, violence and intimidation. The response might support this proposition by considering issues such as:

- terror and violence was an inescapable component of the Fascist state
- the police's preventive and repressive powers were extensive and sought to create a climate of fear. Mussolini had an array of legal powers and repressive powers which buttressed his power and control of Italy
- police harassment and surveillance became habitual and continuous as Italy became an 'informer' society
- the Fascist militia were turned into the MSVN which acted as a political police force
- the Law for the Defence of the State created a secret police (OVRA) and a special tribunal for political crimes

Candidates might consider challenging the proposition in the question by arguing that in some respects terror together with violence and repression were not the most effective methods and that control was maintained in other ways. The response might consider issues such as:

- broadly popular policies and successful propaganda were more important than terror in maintaining the regime
- individual liberty was suppressed but violence was not systematic or as extensive as previously believed. In its operation the OVRA was far less oppressive than other dictatorships Fascist violence was more prominent between 1920-25 thereafter it became less obvious. Once Mussolini survived the Matteotti crisis there was no major internal threat to the regime
- popular policies such as the Concordat, aspects of domestic (social and economic) and foreign policy all served to reduce the potential for opposition and maintained his popularity and control
- Mussolini's power was maintained by a personality cult fed by an effective propaganda machine
- Mussolini's policies gained the support of the elites who tolerated and helped maintain his control

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Mussolini mainly used terror to maintain control in Italy between 1924 and 1943.

## ASSESSMENT GRID FOR SECTION A QUESTIONS

Target: AO1

Total mark: 30

Focus: *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.*

|                                   |    |  |
|-----------------------------------|----|--|
| <b>Band 6<br/>CHARACTERISTICS</b> |    | <i>The response is fully focussed on the exact key concept in the set question, covering the set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>   |
| B6H                               | 30 | The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing substantiated judgement covering the whole of the set period.   |
| B6M                               | 28 | The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a convincing substantiated judgement covering most of the set period.  |
| B6L                               | 26 | The response begins to show some characteristics of Band 6   |
| <b>Band 5<br/>CHARACTERISTICS</b> |    | <i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>  |
| B5H                               | 25 | The response clearly engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering the whole of the set period.  |
| B5M                               | 23 | The response engages with the key concept and offers a debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering most of the set period.  |
| B5L                               | 21 | The response begins to show some characteristics of Band 5   |
| <b>Band 4<br/>CHARACTERISTICS</b> |    | <i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>  |
| B4H                               | 20 | The response will be mainly focussed on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.  |
| B4M                               | 18 | The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors over the period in relation to the key concept. There may be some listing of developments and a series of mini judgements. There should be some focus on the key concept in the question set and there will be a balanced judgement; there may well be some drift. |
| B4L                               | 16 | The response begins to show some characteristics of Band 4   |

|                                   |    |  |
|-----------------------------------|----|--|
| <b>Band 3<br/>CHARACTERISTICS</b> |    | <i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i> |
| B3H                               | 15 | The response tends to focus on using a highly structured series of developments, events and / or factors over the period rather than the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - <i>[the yes / no – for and against – essay]</i>                                  |
| B3M                               | 13 | The response tends to be in the form of a generalised, listing of developments, events and / or factors. There may a weak focus and imbalanced judgement on the key concept in the question set <i>[the yes (or no) imbalanced essay]</i>  |
| B3L                               | 11 | The response begins to show some characteristics of Band 3   |
| <b>Band 2<br/>CHARACTERISTICS</b> |    | <i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i>   |
| B2H                               | 10 | The response is a predominantly descriptive account of the developments, events and / or factors of the topic area. There may be a “tagged on” [throwaway / simplistic / bolt-on] judgement referring to the key concept in the set question which is not appropriately supported.   |
| B2M                               | 8  | The response is limited to a predominantly descriptive account of the developments, events and / or factors related to the topic area.   |
| B2L                               | 6  | The response begins to show some characteristics of Band 2.  |
| <b>Band 1<br/>CHARACTERISTICS</b> |    | <i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>  |
| B1H                               | 5  | The response is very limited and undeveloped though there is some weak link to the topic area.   |
| B1L                               | 3  | The response is very brief and / or largely irrelevant to the concept set.   |
|                                   | 0  | Use for incorrect answers  |

## Section B

### Marking guidance for examiners

#### Summary of assessment objectives for Section B

Section B questions also assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this section is 30.

#### The structure of the mark scheme

The mark scheme for Section B has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

#### Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

#### Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.



### INDICATIVE CONTENT FOR QUESTION 3

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **Was Germany mainly responsible for the increase in tension in international relations in the period 1890-1939?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which Germany was mainly responsible for the increase in tension in international relations in the period 1890-1939. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Germany was mainly responsible for the breakdown of international relations in the period 1890-1939. In order to reach a substantiated judgement about this issue, candidates may argue that in this period German foreign policy was unfriendly and provocative and did really increase tension. The response might support this proposition by considering issues such as:

- with Weltpolitik Germany advanced ambitions for recognition as a world power, with colonies and a large navy
- the 'New Course' in German diplomacy sought outlets for its nationalist and expansionist energies after 1890
- German demands were accompanied by swashbuckling statements and propaganda and acts of opportunism; the other powers resented what they saw as the reckless and threatening assertion of German power. There was a growing rivalry and tension with Britain, Russia and France which led to the outbreak of war in 1914
- German foreign policy in the 1930s had three key aims which threatened international relations and increased tension; the revision of Versailles in Germany's interests, the inclusion of all Germans in an enlarged Reich and the search for Lebensraum

Candidates might consider challenging the proposition in the question by arguing that whilst Germany was provocative it is harder to substantiate that she was consistently unfriendly and other factors contributed to the increase in tension in this period. The response might consider alternate factors such as:

- international relations were affected just as much by the lack of effective reaction to the aggression of both Germany and Italy in the period; there was a marked willingness on the part of the western powers to appease the aggressive powers in the period
- Mussolini's advocacy of violence and war as a means of reviving Italy's greatness destroyed the credibility of the League of Nations and provided a distraction to the western powers who should have been focusing upon the greater threat posed by Germany
- the failure of collective security through the League of Nations which appeased powerless to control aggression at this time

- the foreign policy of Russia in the period and the growing sense of mutual distrust, in particular the influence of the fear of communism upon international relations
- the economic breakdown of the period and the collapse of economies led political upheaval and the growth of hostility between states; it also led to an aversion towards costly rearmament and war

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Germany was mainly responsible for the increase in tension in international relations in the period 1890-1939.

## INDICATIVE CONTENT FOR QUESTION 4

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **To what extent was a divided Germany the main obstacle to greater European co-operation in the period 1945-1991?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which the division of Germany was the main obstacle to greater European co-operation in the period 1945-1991. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the division of Germany was the main obstacle to greater European co-operation. In order to reach a substantiated judgement about this issue, candidates may argue that the political, economic and strategic division of Germany made it difficult for the European powers to move towards greater co-operation in this period. The response might support this proposition by considering issues such as:

- the creation of a power vacuum in central Europe meant that it would inevitably be filled by Germany's conquerors
- Berlin was a particular focus for international hostility and Germany was divided between the western and Soviet blocs
- the key position of Germany including the intensification of hostility between East and West over the Berlin blockade and airlift; the question of German rearmament; the emergence of the federal German Republic and the Berlin Wall
- there were tensions over the Western desire to see a united and prosperous West Germany and the Soviet desire to prevent it
- the fact that the concept of an united Germany was abandoned by the powers as a result of the question of military security
- the policy of economic unity was compromised by the problem of German reparations

Candidates might consider challenging the proposition in the question by arguing that there was a legacy of acute distrust which predated the division of Germany and which became exacerbated by it. The response might consider alternate factors such as:

- the new juxtaposition of the superpowers brought them into direct confrontation; this was both ideological and territorial and was concerned with issues of security. This conflict of interests was not only apparent in the post war division of Germany
- there was a legacy of distrust between the West and Russia and the West and Germany and this manifested itself in the period after the war
- the Sovietisation of Europe and the American policy of containment that led to the Cold War in Europe
- the ideological differences between East and West and which found expression within the Cold War created irreconcilable differences over European co-operation

- the painful task of reconstruction and the desire for economic recovery found expression in the Marshall Plan, the European Coal and Steel community and the Treaty of Rome. All these established obstacles to different degrees to the desire for greater European integration

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the division of Germany was the main obstacle to greater European co-operation in the period 1945-1991.

### ASSESSMENT GRID FOR SECTION B QUESTIONS

Target: AO1

Total mark: 30

Focus: *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.*

|                                   |    |  |
|-----------------------------------|----|--|
| <b>Band 6<br/>CHARACTERISTICS</b> |    | <i>The response is fully focussed on the exact key concept in the set question, covering the set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>   |
| B6H                               | 30 | The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing substantiated judgement covering the whole of the set period.   |
| B6M                               | 28 | The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a convincing substantiated judgement covering most of the set period.  |
| B6L                               | 26 | The response begins to show some characteristics of Band 6   |
| <b>Band 5<br/>CHARACTERISTICS</b> |    | <i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>  |
| B5H                               | 25 | The response clearly engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering the whole of the set period.  |
| B5M                               | 23 | The response engages with the key concept and offers a debate regarding the range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative well written essay with a balanced and appropriate judgement covering most of the set period.  |
| B5L                               | 21 | The response begins to show some characteristics of Band 5   |
| <b>Band 4<br/>CHARACTERISTICS</b> |    | <i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>  |
| B4H                               | 20 | The response will be mainly focussed on debating the key concept in the set question. There will be some meaningful discussion of how and why the main developments, events or factors impacted on the key concept in the set question. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.  |
| B4M                               | 18 | The response begins to debate the key concept in the question set. There will be an attempt to analyse and evaluate a series of developments, events or factors over the period in relation to the key concept. There may be some listing of developments and a series of mini judgements. There should be some focus on the key concept in the question set and there will be a balanced judgement; there may well be some drift. |
| B4L                               | 16 | The response begins to show some characteristics of Band 4   |

|                                   |    |  |
|-----------------------------------|----|--|
| <b>Band 3<br/>CHARACTERISTICS</b> |    | <i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i> |
| B3H                               | 15 | The response tends to focus on using a highly structured series of developments, events and / or factors over the period rather than the key concept in the question set. The response does offer a judgement with some support, often by considering factors for and against - <i>[the yes / no – for and against – essay]</i>                                  |
| B3M                               | 13 | The response tends to be in the form of a generalised, listing of developments, events and / or factors. There may a weak focus and imbalanced judgement on the key concept in the question set <i>[the yes (or no) imbalanced essay]</i>  |
| B3L                               | 11 | The response begins to show some characteristics of Band 3   |
| <b>Band 2<br/>CHARACTERISTICS</b> |    | <i>The response is largely based on the TOPIC area but is descriptive in tone with very limited focus on discussing the key concept in the set question.</i>   |
| B2H                               | 10 | The response is a predominantly descriptive account of the developments, events and / or factors of the topic area. There may be a “tagged on” [throwaway / simplistic / bolt-on] judgement referring to the key concept in the set question which is not appropriately supported.   |
| B2M                               | 8  | The response is limited to a predominantly descriptive account of the developments, events and / or factors related to the topic area.   |
| B2L                               | 6  | The response begins to show some characteristics of Band 2.  |
| <b>Band 1<br/>CHARACTERISTICS</b> |    | <i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>  |
| B1H                               | 5  | The response is very limited and undeveloped though there is some weak link to the topic area.   |
| B1L                               | 3  | The response is very brief and / or largely irrelevant to the concept set.   |
|                                   | 0  | Use for incorrect answers  |