



GCE MARK SCHEME

SUMMER 2017

HISTORY - UNIT 1
PERIOD STUDY 8

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

2100UH0-1

INTRODUCTION

This marking scheme was used by WJEC for the 2017 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, c. 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 focused 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.

How successful were attempts to reduce tensions in Europe in the period 1919-1938?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case how successful were attempts to reduce tensions in Europe between 1919-1938. 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 question.

Candidates will offer an analysis and evaluation of the extent of success of attempts to reduce tensions in Europe between 1919-1938. In order to reach a substantiated judgement about this proposition, candidates may argue that for much of the period attempts at reducing tensions seemed largely successful and inspired confidence. The response might support this proposition by considering issues such as:

- the consultative spirit of the League of Nations seemed to have been accepted by all the major powers. A spirit of optimism and mutual co-operation dominated in the 1920s.
- the Dawes Plan provided economic stabilisation
- the Locarno Pact provided diplomatic stabilisation by guaranteeing the Western frontiers. The Locarno spirit drew Germany into international undertakings guaranteed by other powers
- German membership of the League of Nations in 1926 seemed to have created political stability and reduce tensions in Europe
- when states accepted the mediatory functions of the League it could and did achieve notable settlements in border disputes
- the Kellogg- Briand Pact outlawed war in 1928
- the Stresa Front of 1935, between Britain, France and Italy, seemed to have created a degree of understanding on European security and reduced tension
- the appeasement of German demands in the 1930s seemed to have averted further tensions and maintained stability as well as gaining valuable time to boost defences

Candidates might consider challenging the proposition in the question by arguing that by the mid 1930s the reassuring scenario of international stability and the reduction in tensions had disintegrated in a world where most powers were content to stick to the old selfish methods of force and real politik. In this climate, many attempts to reduce tension were ultimately not successful. The response might consider issues such as:

- the League of Nations attracted more trust from public opinion than governments; from the start it had serious shortcomings and in the major confrontations of the inter war period it failed, the Japanese, the Italians and the Germans just ignored it.
- without a military force the League of Nations could not hope to deal with the belligerence of the Axis powers

- Locarno offered a temporary illusion of reduced tensions but it had major shortcomings because it meant different things to different powers: security for the French, potential for revisionism for the Germans and limited commitment for Britain
- the failure of disarmament: the principle of international disarmament could not be upheld. Germany quit the League of Nations in 1933 and tensions in Europe were heightened from this time
- ultimately the appeasement of Germany completely failed in the late 1930s

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent of success of attempts to reduce tensions in Europe in the period 1919-1938.

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.

To what extent were economic challenges the most serious problem facing Germany in the period 1918-1945?

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 economic challenges were the most serious problem facing Germany in the period 1918-1945. 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 question.

Candidates will offer an analysis and evaluation of the extent to which economic challenges were the most serious problem facing Germany in the period 1918-1945. In order to reach a substantiated judgement about this proposition, candidates may argue that at times economic challenges represented the most serious problem facing Germany. The response might support this proposition by considering issues such as:

- the financial burden of the Great War created an economy under severe strain which led to a full blown economic crisis in the 1920s
- the Weimar republic was saddled with an economic legacy of debt and the difficulty of readjusting a war economy to the requirements of peace
- the economic terms of the Versailles settlement created a huge burden of reparations
- the hyperinflation of 1923 was an economic scar which never healed
- the depression after 1929 led to serious economic problems
- the Nazi regime had to tackle the economic problems in order to consolidate their control
- the total nature of war in the 1940s led to economic crisis in Germany and was a factor in her defeat

Candidates might consider challenging the proposition in the question by arguing that for most of the time economic challenges were resolved and did not provide a serious threat to Germany. Germany faced other more serious problems in the period 1918-1945. The response might consider issues such as:

- the hyperinflation was resolved through the Rentenmark and Germany entered the 'Golden Age' of the Weimar Republic
- the Nazis tackled economic challenges through a targeted programme of recovery, rearmament and the war economy
- politically the Weimar Republic was threatened by both the political right and the left and lacked effective leadership to deal with it
- the nature of coalition government undermined the stability of the Weimar Republic
- the growth of the Communist Party posed a serious threat to Weimar Germany in the 1930s
- anti-Nazi groups posed a serious threat to the Volksgemeinschaft
- during the war the military presented a real threat to the Nazi regime and plotted to overthrow Hitler

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which economic challenges were the most serious problem facing Germany in the period 1918-1945.

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 focused 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.

'The lives of the people of Russia were affected more by repression than by any other government action in the period 1905-1945.' 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 lives of the people of Russia were affected more by repression than by any other government action 1905-1945. 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 question.

Candidates will offer an analysis and evaluation of the extent to which the lives of the people of Russia were affected more by repression than by any government action in this period. In order to reach a substantiated judgement about this proposition, candidates may argue that in the period repression was the main tool of the autocratic governments of the period and was a constant presence in the lives of the Russian people. Tsarism, Leninism and Stalinism had a continuity of repression. The response might support this proposition by considering issues such as:

- the 'Bloody Sunday' massacre of January 1905
- repression in the hands of Stolypin. He waged an unrelenting war against violent political opposition and the resurgence of revolutionary violence
- Lenin used the Cheka and the Red Army to destroy the remnants of aristocratic and bourgeois power, and to enforce the policy of terror. The Cheka's main purpose was to arrest, imprison and execute political opponents
- the creation of a one party state under Lenin
- the brutal suppression of the Kronstadt rebellion in 1921
- through bullying tactics Lenin removed opposition from within his own party
- Stalin set about the transformation of Communist Party by a series of murderous and far reaching purges between 1934-1938. e.g. Kirov, Kamenev, Zinoviev
- in the final years of Stalin's life there were clear signs that he was planning a further round of political purges

Candidates might consider challenging the proposition in the question by arguing that whilst repression was a characteristic of the period there were other government actions which had a greater effect on the people of Russia. The response might consider alternate factors such as:

- the October Manifesto promised a wider franchise and legislative powers for the Duma; Stolypin also brought about a rethinking of economic and social policy
- the government decision to enter the war in 1914 had a huge impact on people's lives
- economic advances and changes to Russian society: the state took the key role in promoting economic development, whether it was the Tsarist regime or communist Russia; during the Tsarist regime there was development of the heavy industries and railway development; Stolypin's agrarian policy; the problem of Russian peasantry and the land question

- War Communism and the New Economic Policy of Lenin, the planned economy; Collectivisation and Five Year Plans of Stalin all had huge impact on people's lives
- scientific and cultural developments and the shift to state control of the cultural life of Russia and 'socialist realism'
- political change including centralisation and the development of communist theory under Lenin and Stalin
- the rights of the individual and the position of religion were altered in the period
- there was strong emphasis on Russian nationalism and patriotism and 'socialism in one country'

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the lives of the people of Russia were affected more by repression than by any other government action in the period 1905-1945.

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.

How far do you agree that the Cold War was mainly responsible for changing relations in Europe 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 Cold War was mainly responsible for changing relations in Europe 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 question.

Candidates will offer an analysis and evaluation of the extent to which the Cold War was mainly responsible for changing relations in Europe in the period. In order to reach a substantiated judgement about this proposition, candidates may argue that Cold War greatly heightened tensions between the powers and affected their relationship. The response might support this proposition by considering issues 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 most apparent in the post war division of Germany
- in this bi-polar world of the two superpowers Europe became the most important area of political and military tension which affected relations. The Cold War became a European problem as well as a global problem
- the front lines of the Cold War were to be found in Germany and the Sovietisation of Eastern Europe
- the ideological differences between East and West which found expression within the Cold War created irreconcilable differences between European states
- atomic diplomacy also increased tensions in Europe
- the different reasons for the breakdown of the 'Grand Alliance' which found expression in the Cold War

Candidates might consider challenging the proposition in the question by arguing that there was a legacy of acute distrust in Europe which predated a divided Germany but which became exacerbated by it. The Cold War was a manifestation of this. The response might consider alternate factors such as:

- the USSR had a demand economy and the West had a market economy; each believed in the superiority of its domestic system and its willingness to expand or preserve those systems
- the painful task of reconstruction and the desire for economic recovery found expression in aspects such as the Marshall Plan, the European Coal and Steel community and the Treaty of Rome; all these affected European relations to different degrees
- the Marshall Plan required the economic recovery of West Germany, and the formation of a West German State. There were tensions over the Western desire to see a united and prosperous West Germany and the Soviet desire to prevent it. The USSR rejected the offer of aid
- any Communist threat to Western Europe and its industrial resources would endanger democracy and private enterprise and affected European relations

- the Schuman plan and the growth of the EEC led to changing economic relations in Europe
- the key position of Germany and the creation of a power vacuum in central Europe led to changing relations in Europe

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Cold War was mainly responsible for changing relations in Europe in the period 1945-1991.

ASSESSMENT GRID FOR UNIT 1 (SECTIONS A AND 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.*

Band 6 CHARACTERISTICS		<i>The response is fully focussed on the exact key concept in the set question, covering the whole of 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 and 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 and substantiated judgement covering the whole of the set period.
B6L	26	The response begins to show some characteristics of Band 6
Band 5 CHARACTERISTICS		<i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the set 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 the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering most 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 most of the essay and is able to provide an analytical, evaluative and 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. <i>[This can also be used for good responses that don't cover most of the period set especially in Section B question].</i>
Band 4 CHARACTERISTICS		<i>The response has some focus on the key concept in the set question covering some to most 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 over most of the set period. 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 in relation to the key concept over most of the set period. There may be some listing of developments and a series of mini judgements. There will be a balanced final judgement but there may well be some drift.
B4L	16	The response begins to show some characteristics of Band 4.

Band 3 CHARACTERISTICS		<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 (<i>mechanistic/formulaic</i>) series of developments, events and/or factors over the period rather than discussing 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 be a weak focus and imbalanced judgement on the key concept in the question set [<i>the yes (or no) imbalanced essay</i>]. Also use if the answers do not deal adequately with the key concept or with any counter arguments or for answers which provide an imbalanced argument.
B3L	11	The response begins to show some characteristics of Band 3. (<i>Use if only the provided factor is discussed in terms of the key concept with no debate</i>).
Band 2 CHARACTERISTICS		<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” [<i>throwaway / simplistic / bolt-on</i>] judgement referring to the key concept in the set question which is not appropriately supported. Accept an inferred or implied judgement here.
B2M	8	The response is limited to a predominantly descriptive account of the developments, events and/or factors related to the topic area. No judgement is attempted here.
B2L	6	The response begins to show some characteristics of Band 2.
Band 1 CHARACTERISTICS		<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.