

GCSE
HISTORY
8145/1B/A

Paper 1 Section B/A Conflict and tension:
the First World War, 1894-1918

Mark scheme

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Version: 1.0 Final



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

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

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Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

Step 3 Spelling, punctuation and grammar (SPaG)

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

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

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

0	1
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Source A is critical of Germany during the First World War. How do you know?

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

[4 marks]

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

Target Analyse sources contemporary to the period (AO3a)

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

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

For example, the cartoon suggests that Germany is pleased that the ship has been sunk and innocent people have been killed. Although still neutral in the war, America protested strongly when the Lusitania was sunk by a German U-boat as part of the policy of ‘unrestricted submarine warfare.’

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

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

For example, the cartoon shows America is angry with Germany. The cartoon was published in France – it will be biased against Germany.

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

0	2
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How useful are **Sources B** and **C** to an historian studying the Balkans 1908-1909?

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

[12 marks]

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

Target

Analyse sources contemporary to the period (AO3a)
Evaluate sources and make substantiated judgements (AO3b)

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

Level 4: Complex evaluation of both sources with sustained judgement based on content and provenance 10–12

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

For example, the sources are useful because they illustrate why, despite its distance from Central Europe, the Balkans became a focus of tension between the main European powers from 1908 onwards. They both refer to the decline of Turkish influence and show how other countries competed to fill the power vacuum.

Level 3: Developed evaluation of sources based on the content and/or provenance 7–9

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

For example, Source B shows that the Emperor of Austria-Hungary sought, and received, Germany's support. This was an important part of the Balkans crisis of 1908 because it meant that Austria felt secure enough to be able to defy Russia's objections to the annexation. Austria-Hungary became the dominant power in the Balkans once the Turkish Empire collapsed.

The provenance of Source C reflects a critical view that Austria had no right to take over Bosnia. The cartoon suggests it is like stealing baby birds from a nest. The Bosnian people did not want to be controlled by Austria.

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

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

For example, Source B shows that Austria felt they had to make sure they had Germany's support for the annexation of Bosnia.

Source C shows that the Balkan countries are trying to fight off Austria Hungary. The magazine does not agree with Germany's support of Austria's actions.

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

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

Students identify basic features which are valid about the sources and related to the enquiry point, for example, Source B says that Turkey is weak.

Source C shows that lots of European powers wanted to take control of Balkan States.

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

0 3

Write an account of how trench warfare on the Western Front led to a war of attrition.

[8 marks]

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

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

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

Extends Level 3.

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

For example, analysis of different causes/consequences over time. Attrition was relied on because there were no tactical or technological breakthroughs in trench warfare on either side.

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

Extends Level 2.

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

For example, trench warfare led to a war of attrition because both sides resorted to trying to wear down the enemy in order to defeat them. The artillery barrages did not destroy the trenches as they were expected to. The new weapons such as machine guns made trenches easy to defend when soldiers went over the top.

Level 2:	Simple analysis of causation/consequence Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question	3–4
	<p>Students may progress from a basic narrative of causation/consequence by showing a simple understanding of sequencing, supporting it with factual knowledge and understanding.</p> <p>For example, trench warfare created dreadful living conditions for soldiers. The trenches became full of mud during winter and were infested with rats. Neither side could win a decisive victory in trench warfare.</p>	
Level 1:	Basic analysis of causation/consequence Answer is presented as general statements which demonstrates basic knowledge and understanding that is relevant to the question	1–2
	<p>Students identify cause(s)/consequence(s) about the events such as thousands of soldiers were killed in No Man’s Land.</p>	
	Students either submit no evidence or fail to address the question	0

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

0 4

'The arrival of American forces was the main reason for the defeat of Germany in the First World War.'

How far do you agree with this statement?

Explain your answer.

[16 marks]
[SPaG 4 marks]

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

Target	<p>Explain and analyse historical events and periods studied using second-order concepts (AO2:8)</p> <p>Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)</p>	
Level 4:	<p>Complex explanation of stated factor and other factor(s) leading to a sustained judgement</p> <p>Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question</p> <p>Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.</p> <p>Extends Level 3.</p> <p>Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by detailed factual knowledge and understanding to form a sustained judgement.</p> <p>For example, the arrival of American forces had a significant effect on the defeat of Germany but only in the last months of the war. Having entered the war in 1917 it took time for American troops to be trained prior to being sent into battle in France. There were other key factors that contributed to defeat because they caused the gradual depletion of German strength since 1914 such as military offensives and the naval blockade.</p>	13–16
Level 3:	<p>Developed explanation of the stated factor and other factor(s)</p> <p>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</p> <p>Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.</p>	9–12

Extends Level 2.

Answer may suggest that one reason has greater merit.

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

For example, the arrival of American forces was a main reason for the defeat of Germany because it strengthened the Allies ability to fight once Russia had withdrawn from the war. America had used its navy to provide convoy protection for merchant shipping that brought food and materials to Great Britain and when troops reached the western front, the Allies were successful during the 'Hundred Days'.

For example, Military weakness was another reason for Germany's defeat. Although the Spring Offensive in 1918 had short term success by breaking through the Allied line, Ludendorff had lost huge numbers of men and did not have reserves to replace them. When the allies counter attacked, the Germans had to retreat.

Level 2: Simple explanation of stated factor or other factor(s) **5–8**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

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

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

For example, the effects of the British Naval Blockade were a reason of the defeat of Germany. The blockade weakened German industry and agriculture. It also caused starvation among the civilian population. There were riots in Germany to demand an end to the war.

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

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

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

Students may offer a basic explanation of the stated factor, such as the arrival of American forces gave the Allies extra soldiers and weapons.

Students may offer basic explanations of other factor(s), for example Germany was defeated because the Ludendorff Offensive failed.

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

Spelling, punctuation and grammar

	Performance descriptor	Marks awarded
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