



GCSE HISTORY 8145/1B/B

Paper 1 Section B/B:

Conflict and tension, the inter-war years
1918–1939

Mark scheme

June 2024

Version: 1.0 Final



2 4 6 G 8 1 4 5 / 1 B / B / M S

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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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 President Wilson. 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 is critical of President Wilson's Fourteen Points which he thinks if everyone agrees to as they sing along, it will lead to world peace. But the choir of Allied countries have their own warlike aims on the handles of the guns in their back pockets which Wilson cannot see.

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 that Japan, Britain, France, and Italy all have guns in their back pockets which President Wilson cannot see as he makes them sing about everlasting peace.

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

0 2

How useful are **Sources B** and **C** to an historian studying the League of Nations?

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, despite the doubt shown in Source B, the League did achieve some successes in settling disputes between smaller nations during the 1920s. However, the dangers outlined in Source C about the Manchurian Crisis proved it had no power or authority to stop a strong country from doing what it wanted. Overall, the sources show how the fears about the ineffectiveness of the League when it was created in 1919 came to fruition years later when it was challenged by a powerful nation.

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 is useful because it shows how right from the beginning of its existence in 1919, people felt the League would be weak without the support of the USA. President Wilson had created the idea of a League of Nations, but the US Senate voted against the proposal that America should join because they did not want to send any more soldiers to future disputes in Europe. This undermined the potential power of the League if it used economic sanctions against an aggressive nation because trade with the USA would still be possible. Source C is useful because it shows the difficulty faced by the League in the Manchurian Crisis. When the League issued a report that said that Japan's invasion of China was wrong, Japan refused to pay any attention in 1932 and ultimately left the League.

For example, Source C is useful for giving an historian a critical opinion of the League of Nations over a decade after it had been created. The provenance of Source C comes from a magazine who believed that the power of the USA was essential to international peace keeping and without it the League's existence was under threat. Japan was a permanent member of the Council and should have obeyed the judgement of Lord Lytton's report for the League. Source C shows that even British people thought that the League's powers of moral condemnation were not strong enough, and something else was needed or the League would not survive. Britain was a permanent member of the Council and could be expected to believe in the power of the Covenant. This source shows that even permanent members of the Council had doubts about the power of the League of Nations. Source B shows that even though the League of Nations was designed by the President of the USA, they have not joined. The cartoon calls the USA the keystone which means it is the most important part. If the most important part is missing, then the bridge won't work.

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 even though the League of Nations was designed by the President of the USA, they have not joined. The cartoon calls the USA the keystone which means it is the most important part. If the most important part is missing, then the bridge won't work.

For example, Source C is challenging the League of Nations to stand up to Japan after the invasion of Manchuria. When the League issued a report that said that Japan's invasion of China was wrong, Japan refused to pay any attention in 1932 and ultimately left the League.

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 shows that the USA is not part of the League of Nations bridge.

Source C says the League of Nation's authority was challenged by Japan.

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

0 3

Write an account of how Anschluss between Germany and Austria affected international relations.

[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, Anschluss made the other countries of Europe worried about what Hitler may do next. He had a stated aim of expanding in the east to gain 'Lebensraum'. Britain and France agreed to support Czechoslovakia against Nazi pressure, and this led to Chamberlain's policy of appeasement.

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, Anschluss affected Austria in a positive way because many people welcomed the union and hoped it would help their country recover economically from the Depression. However, it also created a large amount of fear amongst the Jewish population in Austria. The Nazis began anti-Semitic attacks as soon as the invasion occurred.

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, Hitler forced the Chancellor of Austria to resign and sent Nazi troops in to keep peace. He held a vote to ask if the Austrian people wanted to unite with Germany. Hitler achieved his foreign policy aims of uniting all German speaking people and reversing the Treaty of Versailles.</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, Germany took over the government of Austria. Germany became stronger. The Austrian army added thousands of soldiers to Hitler's armed forces.</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
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'The main reason why the Treaty of Versailles was hated by the Germans was because of what it did to their armed forces.'

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 **Explain and analyse historical events and periods studied using second-order concepts (AO2:8)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)

Level 4: **Complex explanation of stated factor and other factor(s) leading to a sustained judgement** **13–16**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question
 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.

Extends Level 3.

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.

For example, the loss of the army was certainly a source of outrage to the Germans because it had been a source of national pride before and during the war but overall, what they hated the most about the Treaty of Versailles was that it was a 'Diktat'. This meant they could not influence the severity of the resulting terms and so they could not prevent the inclusion of Clause 231 concerning war guilt which said they were responsible for starting the war.

Level 3: Developed explanation of the stated factor and other factor(s) 9–12
Answer demonstrates a range of accurate knowledge and understanding
that is relevant to the question

Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.

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 reduction in the size and strength of Germany's armed forces was the main reason why the Germans hated the Treaty of Versailles because it was seen as humiliating and unfair. The military terms were hated because Germany was left weak and defenceless, surrounded by armed neighbours. This was made worse because Germany was denied modern weapons such as tanks and military aircraft as well as only having an army of 100,000 men.

For example, the territorial terms were another reason why Germany hated the Treaty of Versailles because they were economically damaging. 10% of its land was given to neighbouring countries. A strip of land was given to Poland which effectively split Germany in two by creating a corridor that created access to the sea. As well as losing land outright, Germany also lost control of areas such as the coal rich Saarland which was put under a League of Nations mandate for 15 years and the Rhineland was demilitarised.

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 War Guilt clause was hated by the German people because it forced them to accept the full blame for starting the war. Germany had no choice about signing the treaty; they were threatened with renewed fighting if they did not accept all the terms.

Level 1:	Basic explanation of one or more factors Answer demonstrates basic knowledge and understanding that is relevant to the question	1–4
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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 Germany was forced to reduce the size of its army.

Students may offer basic explanations of other factor(s), for example, the Treaty of Versailles took a lot of land from Germany.

Students either submit no evidence or fail to address the question	0
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Spelling, punctuation and grammar

	Performance descriptor	Marks awarded
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