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# GCSE HISTORY 8145/1B/C

Paper 1 Section B/C: Conflict and tension between East and West,  
1945–1972

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Mark scheme

June 2024

Version: 1.0 Final



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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://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.

	<b>Performance descriptor</b>	<b>Marks awarded</b>
High performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>	4 marks
Intermediate performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>	2–3 marks
Threshold performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>	1 mark
No marks awarded	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	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 America. 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 America because it shows how America supported rebels in Cuba to overthrow Castro with an invasion at the Bay of Pigs. The CIA had trained Cuban exiles for the invasion, but it was a disaster and they were defeated.

**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 American money being used to pay men to fight against Cuba. The cartoon is Cuban so it will show America in a bad light.

**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 beginning of the Cold War, 1945–1949?

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, Source B shows how Truman presented US policy as a moral crusade in pursuit of world peace against the threat of the USSR. However, historians know that Truman's personal dislike of Stalin was one of the factors that caused the Potsdam Conference to go badly and contributed to the origins of the Cold War. Truman had not officially told his ally about the development of the atomic bomb. This led to distrust and contributed to tension between East and West. Source C is an example of how the origins of the Cold War lay partly in Stalin's determination to protect the USSR from attack by the West. Source C plays on the perceived danger posed by the West to the East. The USA is presented as positioning military bases ever closer to Eastern Europe.

**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 to an historian because it gives the American justification for the actions they have taken in the Cold War since 1945. The motive may also be to tell the American people the money spent on the policy of containment in Europe has been worthwhile. It has prevented communism from spreading any further. When the USSR used force to establish communist governments in the countries they liberated from Nazi control, the USA was worried that communism may spread to Turkey. Source C is a Soviet cartoon

so it will be critical of America's role in the Cold War. The cartoon suggests that America is using its weapons and dollars to take control of Europe by having military bases in different countries.

For example, Source C is useful to show a Soviet point of view about the causes of the Cold War. The motive of cartoon was meant to give a negative message to America. It accuses America of simply talking about peace but in reality, the map shows they are a threat to the USSR. It shows the USA using its money and military strength to have influence in Europe. When America offered to help rebuild countries in Europe by giving them Marshall Aid, Stalin said it was 'Dollar Imperialism'. As part of the Truman Doctrine aid was given to Greece and Turkey, and in exchange, Turkey agreed to let America install weapons on the border with the USSR. Source B is President Truman explaining what he has done in the Cold War to stop the spread of the communist ideology. He criticises the Soviets for not believing in freedom and says that his policies have been a positive influence on the world.

**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 is President Truman explaining what he has done in the Cold War to stop the spread of the communist ideology. He criticises the Soviets for not believing in freedom and says that his policies have been a positive influence on the world.

Source C is a Soviet cartoon so it will be critical of America's role in the Cold War. The cartoon suggests that America is using its weapons and dollars to take control of Europe by having military bases in different countries.

**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 the Cold War is a fight against communism.

Source C shows that America has put its flag and aircraft into other countries through Europe.

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

0 3

Write an account of how the Prague Spring in Czechoslovakia, 1968 affected the Cold War.

[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, the Cold War intensified as a result of the events in Czechoslovakia because the Brezhnev Doctrine clamped down on any future threat to communism. The USSR announced that all countries in the Warsaw Pact had to stay under the communist control. The West condemned the Soviet invasion but did not take any action against it.

**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, the Cold War was affected because the reforms encouraged other people in other countries such as Poland and Romania to be allowed to relax the extent of communist control over their lives. This alarmed the USSR who responded by telling Dubcek that he had to reverse his plans. When he refused, Soviet forces invaded and took control of the government. This showed that the USSR still had a hard-line attitude to the countries in the East of Europe.



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<b>Level 2:</b>	<b>Simple analysis of causation/consequence</b> <b>Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question</b>	<b>3–4</b>
	<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, Dubcek introduced a series of reforms that were known as the Prague Spring. He wanted to give ordinary people more power. People were allowed to run their own businesses and travel to non-communist countries.</p>	
<b>Level 1:</b>	<b>Basic analysis of causation/consequence</b> <b>Answer is presented as general statements which demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1–2</b>
	<p>Students identify cause(s)/consequence(s) about the events such as Czechoslovakia got a new leader who made reforms such as freedom of speech.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

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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'Events in Korea were the main reason for the development of the Cold War during the 1950s.'

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 events in Korea were the main cause of tension between the Superpowers in the 1950s because it proved that the influence of communism on the world was growing. The USSR and China supported North Korea and this made the US policy of containment much harder to uphold. Furthermore, the conflict in Korea carried the risk of nuclear weapons being used by the USA. Since the USSR also had nuclear defence by 1950, they could have retaliated. This situation was called mutually assured destruction.

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**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, events in Korea were the main reason for tension because it showed that Cold War rivalry had spread beyond Europe. The war in Korea was a proxy war between the Superpowers when the UN launched military action to prevent the spread of communism from the North of Korea to the South. The war lasted for three years. America believed in the 'Domino Theory' that if one country became communist, lots of other Asian countries would fall, like dominoes, under communist control. This theory caused tension between the Superpowers because America was worried that South Vietnam may be taken over by communists so sent military support to South Vietnam.

For example, Soviet success in the development of ICBMs and satellites in the 1950s was also a cause of tension because the USA were determined to catch up in the nuclear arms race and space race. Both sides were determined to show that they were superior. Defence spending increased and any moment of tension brought fear of a worldwide nuclear war.

**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 Hungarian Uprising was a reason for tension between the Superpowers in the 1950s. A new government was created in Hungary that gave people more political freedom. But the USSR attacked Hungarian revolutionaries when they tried to leave the Warsaw Pact. The USA criticised the brutality of the Soviet response.

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

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, there was a war in Korea. Stalin gave supplies to North Korea and they invaded South Korea.

Students may offer basic explanations of other factor(s), for example, the nuclear arms race caused tension during the 1950s. Both Superpowers competed to have the most powerful weapons.

<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>
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### Spelling, punctuation and grammar

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