



GCSE HISTORY 8145/1B/C

Paper 1 Section B/C:

Conflict and tension between East and
West, 1945–1972

Mark scheme

June 2023

Version: 1.0 Final



2 3 6 G 8 1 4 5 / 1 B / C / 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.

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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 |
|---|---|

Source A is critical of the USSR. 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 source is critical of the USSR because it shows the difference between Soviet farms and the farms helped by the Marshall Plan. The Marshall Plan was created by America who were anti-communist. The plan gave money to help Western Europe rebuild and recover after the war. Stalin did not allow Eastern European countries to accept Marshall Aid.

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 source shows that the Soviet people are struggling, working harder and unhappy. The cartoon is American so it will make fun of Stalin.

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 Space Race?

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 show the rivalry that was felt by East and West over their reputations in the Space Race. Source B shows the incomprehension and disappointment felt in America that they were not the world leader in space technology. In Source C, Mao is taking an opportunity to increase the rivalry between the ideologies of the East and West by publicly praising his Soviet host for the success of Sputnik.

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 that America was worried about the Space Race. The cartoon is criticising the government for falling behind because America was not as technologically advanced as the USSR was. The Space Race was based on the fear amongst Americans that the Soviet rockets used to launch the satellites could be also be used to launch nuclear weapons. By 1957, the USSR had developed missiles that could be sent to a target in the USA via space. Source C shows that the USSR was ahead of the USA in the Space Race in 1957 because they created the first satellite.

For example, Source C is useful because it is propaganda from the communist Chinese government boasting about the success of the Soviet communist

government. Mao's comments were influenced by the Treaty of Friendship between the USSR and China which explain the positive comparison between the USSR and USA space programme. It is meant to encourage people in communist countries. When a Soviet Sputnik satellite orbited the Earth, it was a huge technical achievement. The Soviets continued to lead in the Space Race as they were the first to launch an animal and, later a human, into space. Source B shows that America wanted scientists to keep working on the Space Race.

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 America wanted scientists to keep working on the Space Race. They created NASA to research space science. The first man on the moon was an American, Neil Armstrong.

Source C shows that the USSR was ahead of the USA in the Space Race in 1957 because they created the first satellite. The two countries were rivals during the Cold War and in competition to show which government system was better. Both sides wanted to have the most weapons and the best technology.

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 Sputnik was travelling over America. Americans felt threatened by Sputnik. Americans were surprised by the launch of Sputnik.

Source C shows that the Communists were pleased to have launched Sputnik. The USSR were ahead for most of the Space Race.

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

0 3

Write an account of how tensions between the East and the West began to ease from the end of the 1960s.

[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 decreased at different stages and /or showing understanding about how much each part of the sequence eased tensions between East and West.

For example, Détente eased tension between East and West because it created opportunities for relationships between the Superpowers to change. Once China and the USSR were no longer close allies, the USA was able to exploit the split and develop better relations with China. This created more pressure on the USSR and led to the SALT I agreement.

**Level 3: Developed analysis of causation/consequence
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 5–6**

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 decreased at one stage in the process.

For example, there was a reduction in tension in the Cold War when the USA and USSR made the SALT I agreements. Neither country could continue spending huge amounts on the arms race and were willing to reduce the amounts of nuclear weapons they had. This was called ‘Détente’.

| | | |
|-----------------|--|------------|
| 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, America’s relationship with Communist China improved. The US table tennis team travelled to China for a tournament. This was known as ‘ping-pong diplomacy’. Brezhnev and Nixon held meetings about reducing weapons. The USA pulled out of Vietnam which reduced tensions</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 the relationship between East and West improved. The threat of war decreased. Definition of Détente.</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 |
|---|---|

‘Events in Czechoslovakia were the main reason for increased tension between East and West after 1960.’

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, events in Czechoslovakia were not the main reason for increased tension after 1960 because they did not present a nuclear threat to world security in the way that the Cuban Missile Crisis had done. However, they still caused tension because although there had been some improvement in East West relations in the 1960s, such as the establishment of a phone hotline, the issuing of the Brezhnev Doctrine in 1968, made it clear that the USSR was still determined to uphold the ‘Iron Curtain’ and the military strength of the Warsaw Pact.

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 Prague Spring increased tension because Dubcek introduced political reforms into Czechoslovakia that the other Warsaw Pact leaders were determined to stop. Dubcek had relaxed state control of the economy and press in Czechoslovakia. The USSR felt any reforms could damage the communist system as a whole. Soviet forces invaded and installed their own loyal government. International tension increased when Western countries criticised the violent response from Moscow and called for the UN to condemn the USSR.

The Cuban Missile Crisis was another reason for increased tension after 1960 because the USSR's alliance with Cuba created a very threatening situation for America. Kennedy faced an enormous political challenge as Soviet nuclear missiles were installed in Cuba. When the US enforced a naval blockade around Cuba the whole world felt there was a danger of war breaking out.

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, a reason for tension after 1960 was the U2 spy plane incident. An American spy plane crash landed over the USSR. When the USSR accused them of spying, the Americans lied and said the plane was taking weather photographs. Khrushchev demanded an apology, but Eisenhower refused. The Paris Peace summit did not go ahead.

The building of the Berlin Wall led to tension after 1960. Khrushchev ordered the wall to be put up overnight which surprised and divided Berlin. The wall divided families and hundreds of people died trying to cross. There was a stand-off between US and USSR tanks at Checkpoint Charlie. Many people feared war.

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|-----------------|--|------------|
| Level 1: | Basic explanation of one or more factors Answer demonstrates basic knowledge and understanding that is relevant to the question | 1–4 |
| | <p>Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.</p> <p>Students recognise and provide a basic explanation of one or more factors.</p> <p>Students may offer a basic explanation of the stated factor, such as USSR invaded Czechoslovakia and killed protesters. This ended the Prague Spring.</p> <p>Students may offer basic explanations of other factor(s), for example, there was an increase in tension when USSR built the Berlin Wall. At one point American and Soviet tanks faced each other on either side of Check Point Charlie.</p> | |
| | Students either submit no evidence or fail to address the question | 0 |

Spelling, punctuation and grammar

| | Performance descriptor | Marks awarded |
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