

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 focussed 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 successfully did the League of Nations deal with the problems it faced?

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 League of Nations was successful in dealing with the problems it faced. 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 issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the League of Nations was successful in dealing with the problems it faced. In order to reach a substantiated judgement about this issue, candidates may argue that the League of Nations dealt successfully with the problems it faced. The response might consider supporting the proposition by considering:

- the League represented a new concept of international relations and collective security
- when states accepted its mediatory functions it could reach notable settlements such as border disputes between Bulgaria and Greece; Finland and Sweden; Mediation in the Corfu incident 1923
- it stood at the centre of European diplomacy when statesmen like Stresemann worked with it.
- it attempted to work out an acceptable world disarmament programme and accepted social and economic responsibilities
- it instigated several humanitarian programmes

Candidates might consider challenging the proposition in the question by arguing that in some respects the League of Nations was less successful. The response might consider:

- the absence of three of the Great Powers in 1920 reflected the reality of the international situation and gravely weakened the effectiveness of the League to deal with the problems it faced.
- it had no means within its covenant to prevent selfish acts of aggression
- in the major confrontations of the inter war period the League failed; Japanese seizure of Manchuria 1931; Italian attacks on Abyssinia; all of Hitler's expansionist moves; 'Peace mongering' was not to the taste of those powers
- the machinery of the League appealed to those nations who were too weak to look after their own interests.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the League of Nations was successful in dealing with the problems it faced.

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.

How far do you agree that Russia was mainly responsible for the Cold War in Europe after 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 Russia was mainly responsible for the Cold War in Europe. 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 issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Russia was Russia was mainly responsible for the Cold War in Europe. In order to reach a substantiated judgement about this issue, candidates may argue that Russia was mainly responsible for the Cold War in Europe. The response might consider supporting the proposition by considering:

- Soviet distrust of the West which followed the 1917 revolution and Western intervention in the Civil War; ideological differences
- the Soviet Union wanted clearly defined benefits from the post war settlement; security; status and protection of communism
- the Sovietisation of Eastern Europe and the consolidation of Russian power; a 'cordon sanitaire'
- the nature and intent of Comecon, Cominform and the Warsaw Pact

Candidates might consider challenging the proposition in the question by arguing that in some respects Russia was not mainly responsible. The response might consider:

- a legacy of acute distrust pre-dated 1945. The new juxtaposition of the superpowers brought them into direct confrontation. This was ideological and territorial
- the division of Germany and Berlin polarised this distrust
- the role of America and the contrasting views on the post war world order; the influence of :The Truman Doctrine and the Marshall plan, NATO, on the growing divergence between East and West
- atomic diplomacy and ideological conflict; the development of the notion of a world divided into Communist and anti-Communist bloc

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Russia was responsible for the Cold War in Europe after 1945.

ASSESSMENT GRID FOR SECTION A QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate key features relating to the periods studied making substantial judgements and exploring relevant concepts.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate well-focussed understanding in their analysis and evaluation of the specific issue set</i> <i>clearly arrive at a substantiated and supported judgement</i> <i>provide answers which are coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate appropriate understanding in analysing and evaluating the specific issue</i> <i>reach a balanced judgement with valid and appropriate support</i> <i>provide answers which show good organisation, structure and spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the issue in the question set</i> <i>reach a balanced judgement with some valid support</i> <i>provide answers which are clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate mostly appropriate but inconsistent analysis and evaluation of the issue in the question set</i> <i>offer an imbalanced judgement with some support</i> <i>provide answers which show some expression and organisation with appropriate spelling, punctuation and grammar</i>
2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate historical knowledge that is limited in accuracy and relevance</i> <i>offer an undeveloped analysis of the issue in the question set</i> <i>offer a judgement with very limited support</i> <i>provide an answer that has some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material related to the topic area that is brief or very limited in scope</i> <i>convey some meaning with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

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 focussed 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.

Did Fascist social policy have the greatest impact on the Italian people between 1922 and 1944?

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 Fascist social policy had the greatest impact on the Italian people between 1922 and 1944. 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 issue in the question.

Candidates will offer an analysis and evaluation of the extent to which Fascist social policy had the greatest impact on the Italian people between 1922 and 1944. In order to reach a substantiated judgement about this issue, candidates may argue that Fascist social policy had the greatest impact on the Italian people between 1922 and 1944. The response might consider supporting the proposition by considering:

- Fascist youth and education policy and their attempts to capture the hearts and minds of the young; the ideological impact of Fascist youth policy
- the attempts to impose Fascist values on women: influences, policies and their effects
- leisure and the totalitarian aspirations of the Dopolavoro (OND)
- welfare provision and the need to demonstrate national commitment and inter class solidarity

Candidates might consider challenging the proposition in the question by arguing that other factors had a greater impact on the Italian people. The response might consider alternate factors such as:

- the ideology and policies and personality of Mussolini
- the transformation of the political system through a battery of repressive laws
- the control of institutions which projected attitudes
- successful domestic policies in the political, economic and cultural areas
- foreign policy initiatives which helped establish the Fascist state
- propaganda and its effects

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Fascist social policy had the greatest impact on the Italian people between 1922 and 1944.

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.

Was the New Economic Policy the most important development in the Communist Revolution in Russia in the period 1917-1945?

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 the NEP was the most important development in the Communist Revolution in Russia in the period 1917-1945. 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 issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the NEP was the most important development in the Communist Revolution in Russia in the period 1917-1945. In order to reach a substantiated judgement about this issue, candidates may argue that the NEP was the most important development in the Communist Revolution in Russia in the period 1917-1945. The response might consider supporting the proposition by considering:

- the move away from tight state control of the economy
- relaxation of unpopular policies through economic liberalisation
- compromise with the peasantry
- a retreat back to capitalism or 'one step backwards, two steps forward'
- the removal of some of the main causes of discontent with Bolshevism
- a pragmatic response to maintain the Bolshevik revolution

Candidates might consider challenging the proposition in the question by arguing that other factors were the most important development in the Communist Revolution in Russia. The response might consider:

- the impact of key figures such as Trotsky, Stalin and Lenin
- the influence of leadership and ideology
- the use of terror including Stalin's purges
- modernisation in the agricultural, social and cultural spheres
- the role of key interest groups in Russia especially the peasants and industrial workers
- the Five Year Plans

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the NEP was the most important development in the Communist Revolution in Russia in the period 1917-1945.

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ASSESSMENT GRID FOR SECTION B QUESTIONS

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features relating to the periods studied, making substantial judgements and exploring relevant concepts.*

Band	Mark	Descriptor
6	28-32	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise a high degree of accurate, relevant and detailed historical knowledge</i> <i>demonstrate sustained analysis and evaluation of the key issue in the question</i> <i>reach a substantiated and supported judgement regarding the key issue and other relevant issues from across the period</i> <i>provide an answer that is coherent, fluent and well-organised with good spelling, punctuation and grammar</i>
5	22-27	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and detailed historical knowledge</i> <i>demonstrate clear analysis and evaluation of the key issue in the question</i> <i>reach a supported judgement regarding the key issue and other relevant issues from most of the period</i> <i>provide an answer that shows good organisation, structure and spelling, punctuation and grammar</i>
4	17-21	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate and relevant historical knowledge</i> <i>demonstrate valid but inconsistent analysis and evaluation of the key issue in the question</i> <i>offer a balanced judgement regarding the key issue and some other features of the historical period</i> <i>provide an answer that is clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
3	12-16	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate some accurate analysis and evaluation of the key issue in the question</i> <i>offer an imbalanced judgement regarding other key issues connected with the historical period</i> <i>provide an answer with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar</i>
2	6-11	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some relevant historical knowledge</i> <i>show an undeveloped evaluation of the key issue in the question set</i> <i>reach a limited judgement regarding other key issues connected with the topic</i> <i>provide an answer with some coherence and accuracy in spelling, punctuation and grammar</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate material which is brief or very limited in scope</i> <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

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ASSESSMENT GRID FOR UNIT1

Candidates answer one question in Section A and one question in Section B.

Question	AO1	AO2	AO3
1 or 2	30		
3 or 4	30		
Total	60 marks	20% weighting of total mark for qualification	