



GCE MARK SCHEME

SUMMER 2015

HISTORY - UNIT HY1  
PERIOD STUDY 8

ASPECTS OF THE HISTORY OF EUROPE  
c. 1878-1989

1231/08



**HISTORY**  
**MARK SCHEME**  
**UNIT HY1**  
**PERIOD STUDY 8**  
**ASPECTS OF THE HISTORY OF EUROPE c. 1878-1989**

**Part (a)**

**Distribution of marks within each level for part (a), explaining the weighting for each assessment objective.**

	<b>AO1a</b>	<b>AO1b</b>	<b>Total</b>
<b>Level 1</b>	1-3 marks	1-5 marks	8
<b>Level 2</b>	4-6 marks	6-10 marks	16
<b>Level 3</b>	7-8 marks	11-16 marks	24

**Marking guidance for examiners**

**Deciding on the mark point within a level**

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

**Quality of written communication**

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation, examiners may decide not to award the higher mark within the level.

## ASSESSMENT GRID FOR PART (a)

Target: AO1

Total mark: 24

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through explanation of key concepts*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-8	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their analysis and explanation of key concepts such as change, causation or significance. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-2 marks</b> <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>Mid Level 1: 3-5 marks</b> <i>Some limited historical knowledge is recalled; brief explanation generally linked to key concept as identified in the question set; generally comprehensible with some accuracy in spelling, punctuation and grammar.</i></p> <p><b>High Level 1: 6-8 marks</b> <i>Limited historical knowledge is recalled; limited explanation of the key concept as identified in the question set; answer has some coherence and accuracy in spelling, punctuation and grammar.</i></p>
2	9-16	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their analysis and explanation of the key concepts such as change, causation or significance. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 9-10 marks</b> <i>Some relevant historical knowledge is recalled, selected and deployed; undeveloped explanation of the key concept as identified in the question set; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p><b>Mid Level 2: 11-13 marks</b> <i>Mostly relevant historical knowledge is recalled, selected and deployed; mostly appropriate explanation of the key concept as identified in the question set; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p> <p><b>High Level 2: 14-16 marks</b> <i>Relevant historical knowledge is recalled, selected and deployed; valid explanation of the key concept as identified in the question set; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>

3	17-24	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show evidence of well-focussed understanding in their explanation and analysis of the key concepts such as change, causation or significance. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p><b>Low Level 3: 17-18 marks</b>  <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear explanation of the key concept as identified in the question set, with some linking of important factors; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>Mid Level 3: 19-21 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well-focussed explanation of the key concept as identified in the question set, demonstrating appropriate understanding of connections between important factors; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p><b>High Level 3: 22-24 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained and consistent explanation of the key concept as identified in the question set, demonstrating clear understanding of the relationship between important factors; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>
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## **INDICATIVE CONTENT FOR QUESTION 1(a)**

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **Explain why there was rivalry between France and Germany in this period.**

Candidates are expected to show understanding of the inter-relationship of the reasons why there was rivalry between France and Germany in this period. Some of the issues to consider may include:

- general political and economic rivalry
- antagonism over Alsace and Lorraine
- French fear of isolation
- German fear of Franco-Russian relations
- Moroccan crisis
- Agadir

## **INDICATIVE CONTENT FOR QUESTION 2(a)**

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **Explain why Germany was defeated in the First World War.**

Candidates are expected to show understanding of the inter-relationship of the reasons why Germany was defeated in the First World War. Some of the issues to consider may include:

- food shortages and a munitions crisis
- the failure of the Spring Offensive and the weakness of Germany's allies
- the entry of the USA into the war
- the German armies could not prevent the allied forces from advancing into Germany
- general war weariness
- the military establishment handed over power to a civilian cabinet
- revolutionary unrest and the so called 'stab in the back'

### **INDICATIVE CONTENT FOR QUESTION 3(a)**

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **Explain why Fascism became popular in Italy between 1918-1922.**

Candidates are expected to show understanding of the inter-relationship of the reasons why Fascism became popular in Italy between 1918-1922. Some of the issues to consider may include:

- the unpopularity of the weak post war liberal governments
- economic depression and post war disillusionment
- fear of communism
- the formation of Fasci de Combattimento
- the sympathies of the Royal Family
- the fear of civil war
- the appeal of Mussolini and Fascism as the only party able to deal with the socialist threat and solve Italy's problems
- Fascist representation in Parliament in 1921

### **INDICATIVE CONTENT FOR QUESTION 4(a)**

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **Explain why Stalin carried out purges.**

Candidates are expected to show understanding of the inter-relationship of the reasons why Stalin carried out purges. Some of the issues to consider may include:

- the general desire to exercise more control
- the desire to push through Five Year Plans
- the desire to purge the party
- to remove 'anti socialist elements'
- a terror mechanism to control the people
- a product of Stalin's personality

## Part (b)

**Distribution of marks within each level for part (b), explaining the weighting for each assessment objective.**

	<b>AO1a</b>	<b>AO1b</b>	<b>Total</b>
<b>Level 1</b>	1-4 marks	1-8 marks	12
<b>Level 2</b>	5-8 marks	9-16 marks	24
<b>Level 3</b>	9-12 marks	17-24 marks	36

### Marking guidance

#### **Deciding on the mark point within a level**

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

#### **Quality of written communication**

This issue should have a bearing if the quality of written communication is inconsistent with the descriptor for the level in which the answer falls. In this situation examiners may decide not to award the higher mark within the level.



## ASSESSMENT GRID FOR PART (b)

Target: AO1

Total mark: 36

Focus: *Recall, selection and deployment of appropriate historical knowledge; show understanding of the past through analysis and evaluation of key concepts and characteristics*

Level	Mark	Descriptor
Award 0 for incorrect or incomplete answers.		
1	1-12	<p>Generally for this level, candidates will recall and select limited historical knowledge. They will show limited evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will show limited analysis of the key features and characteristics of the historical period. Candidates will convey meaning with some clarity, although powers of expression may be limited and there will be some accuracy in spelling, punctuation and grammar.</p> <p><b>Low Level 1: 1-4 marks</b> <i>Material seen is brief or very limited in scope; some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i></p> <p><b>Mid Level 1: 5-8 marks</b> <i>Some limited knowledge is recalled; limited reference to the key issue only; generally comprehensible with some accuracy in spelling, punctuation and grammar</i></p> <p><b>High Level 1: 9-12 marks</b> <i>Limited knowledge is recalled; some evidence of evaluation of the key issue; limited judgement is offered regarding other key features; answer has some coherence and accuracy in spelling, punctuation and grammar</i></p>
2	13-24	<p>Generally for this level, candidates will recall, select and deploy relevant historical knowledge. They will show appropriate evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will offer an appropriate analysis of the key features and characteristics of the historical period. Candidates will communicate clearly with reasonable organisation and appropriate spelling, punctuation and grammar.</p> <p><b>Low Level 2: 13-16 marks</b> <i>Some relevant historical knowledge recalled, selected and deployed; undeveloped analysis and evaluation of the key issue; credible judgement is offered regarding other key features of the historical period; reasonable expression with some organisation and appropriate spelling, punctuation and grammar.</i></p> <p><b>Mid Level 2: 17-20 marks</b> <i>Mostly relevant historical knowledge recalled, selected and deployed; some appropriate analysis and evaluation of the key issue; appropriate judgement is offered regarding other key features of the historical period; clear expression and organisation with appropriate spelling, punctuation and grammar.</i></p>

		<p><b>High Level 2: 21-24 marks</b>  <i>Relevant historical knowledge recalled, selected and deployed; valid analysis and evaluation of the key issue; clear judgement is offered regarding importance / significance of other key features of the historical period; clearly expressed with most parts showing clarity and coherence and appropriate spelling, punctuation and grammar.</i></p>
3	25-36	<p>Generally for this level, candidates will recall, select and deploy accurate, relevant and detailed historical knowledge. They will show clear evidence of understanding in their evaluation of the key concepts such as significance, consequence, change and continuity. They will provide a substantiated analysis of the relationship between key features and characteristics of the whole historical period. They will communicate fluently and clearly, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</p> <p><b>Low Level 3: 25-28 marks</b>  <i>Mostly accurate, relevant and detailed historical knowledge is recalled, selected and deployed; clear analysis and evaluation of the key issue; focused judgement is offered regarding other key features of most of the historical period; answer shows good organisation, structure and spelling, punctuation and grammar.</i></p> <p><b>Mid Level 3: 29-32 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; well focussed analysis and evaluation of the key issue; well-focused judgement is reached regarding other key features of the whole historical period; answers will be largely coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p> <p><b>High Level 3: 33-36 marks</b>  <i>Accurate, relevant and detailed historical knowledge is recalled, selected and deployed; sustained analysis and evaluation of the key issue; substantiated and supported judgement is reached regarding other key features of the whole historical period; answers will be coherent, fluent and well-organised with good spelling, punctuation and grammar.</i></p>

## INDICATIVE CONTENT FOR QUESTION 1(b)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **To what extent was Russia the main threat to international relations in the period 1878-1914?**

Candidates are expected to reach a substantiated and supported judgement about whether Russia was the main threat to international tensions in the period 1878-1914.

The extent of the threat posed by Russia to international relations should be analysed and evaluated in relation to issues as:

- Russian ambitions in the Balkans
- Russia's desire to take advantage of the decline of the Turkish empire
- Russia's relationship with France
- Russia's relationship with Germany
- the outbreak of revolution in 1905
- the implications for political stability in Europe

The extent of the threat posed by Russia to international relations should be evaluated against other potential threats. Some of the issues to discuss may include:

- the Congress of Berlin
- German ambitions including imperialism and general militarism
- the impact of the policy of Weltpolitik
- specific issues which led to Great Power rivalries
- the arms and naval races and colonial rivalry and the role they played in poisoning international relations
- the alliance system
- Balkan nationalism
- immediate issues like the assassination crisis

## INDICATIVE CONTENT FOR QUESTION 2(b)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **To what extent did Bismarck's foreign policy have the most significant impact upon the development of Germany between 1878-1919?**

Candidates are expected to reach a substantiated and supported judgement about whether Bismarck's foreign policy had the most significant impact upon the development of Germany between 1878-1919.

The significance of Bismarck's foreign policy should be analysed and evaluated in relation to issues such as:

- Bismarck's belief in a satiated Germany
- the Dreikaiserbund
- the Congress of Berlin
- the Dual Alliance
- the Reinsurance Treaty

The significance of Bismarck's foreign policy should be evaluated against other developments that were also significant in Germany in this period. Some of the issues to discuss may include:

- Bismarck's domestic policies
- the policies of William II
- Weltpolitik
- the dismissal of Bismarck
- the impact of war and treatment of Germany in 1919
- German economic growth
- other developments within German society such as the growth of authoritarianism and intolerance

### INDICATIVE CONTENT FOR QUESTION 3(b)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **To what extent did the use of terror by the Fascists have the greatest impact on the Italian people between 1922-1944?**

Candidates are expected to reach a substantiated and supported judgement about whether the use of terror by the Fascists had the greatest impact on the Italian people between 1922-1944.

The importance of Fascist terror upon the Italian people should be analysed and evaluated in relation to issues such as:

- the Law for Defence of the State
- exceptional decrees increase repression
- Fascist squads and MSVN
- the police's preventative and repressive powers
- Exiles
- Ovra
- Matteotti crisis

The impact of terror on the people of Italy should be evaluated against other factors that were important. Some of the issues to discuss may include:

- 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, social economic and cultural areas
- foreign policy initiatives which helped establish the Fascist state
- propaganda

## INDICATIVE CONTENT FOR QUESTION 4(b)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **To what extent did economic changes have the most significant effect on Russian society in the period 1917-1941?**

Candidates are expected to reach a substantiated and supported judgement about whether economic changes had the most significant effect on Russian society in the period 1917-1941.

The effect of economic changes on Russian society should be analysed and evaluated in relation to issues such as:

- the idea that the route to socialism was through industrialisation
- changes were administered through a command economy
- target setting and propaganda
- planning and performance
- intimidation and fear instigated by managers
- the impact upon rural and urban workers

The significance of economic changes should be evaluated against other effects on Russian society in this period. Some of the issues to discuss may include:

- the impact of revolution
- political changes
- social changes
- cultural changes
- foreign relations
- the effects of different policies upon different groups within Russian society