



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 1
PERIOD STUDY 8

EUROPE IN AN AGE OF CONFLICT AND
CO-OPERATION, c. 1890-1991

2100UH0-1

INTRODUCTION

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

UNIT 1
PERIOD STUDY 8
EUROPE IN AN AGE OF CONFLICT AND CO-OPERATION 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 Italian governments deal with the challenges they faced in the period 1918-1940?

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case how successfully Italian governments dealt with the challenges they faced in the period 1918-1940. 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 success of Italian governments in dealing with the challenges they faced in the period 1918-40. In order to reach a substantiated judgement about this issue, candidates may argue that in the circumstances Italian governments did well to deal with the challenges they faced between 1918-1940. The response might support this proposition by considering issues such as:

- The post-war Liberal government was faced with the complex problem of bringing modern nationhood and economic prosperity to a state built on superficial unity. Forming a long lasting and stable government was not easy. Between 1919-22 Italy had four different prime ministers who survived on an uneasy alliance.
- There was great expectation that Italy would benefit from the peace settlement. At the settlement all of Italy's claims to Italia Irredenta were met. They gained Trentino, South Tyrol and Istria
- The new electoral law of 1919 created universal suffrage. Italy for the first time entered the realm of mass politics and offered hope for the future. There were key changes to the electoral system and the development of new parties.
- The government did pass some measures to help the masses such as bread subsidies, eight hour day and the tax system was made fairer.
- After a period of cautious consolidation from 1922-24 Mussolini established his own personal dictatorship by 1927
- Mussolini healed Church State relations with the Concordat of 1929 and the Lateran Treaties
- Fascist economic policy stimulated modern industries and Italy's profile began to resemble that of a modern European state.
- Fascism transformed the spirit of the Italian people

Candidates might consider challenging the proposition in the question by arguing that Italian governments failed to deal successfully with the challenges they faced. The response might consider issues such as:

- A succession of liberal governments failed to deal successfully with the post war crisis.
- The war had serious economic consequences for a national economy that had not been prepared for such strains. By November 1919 there were two million unemployed.
- The frustrations of the peace settlement coupled with the disillusionment of ex-servicemen reduced the prestige of the Liberal government and affected its ability to deal with the challenges it faced.
- The Liberal government was unable to deal with the brutality of fascist squads or events such as the seizure of Fiume by D'Annunzio. Giolitti turned a blind eye to the excesses of squadristi and accepted Mussolini's offer of an electoral pact.
- The Liberal government failed to deal with the threat of communism and 'Red Two Years'
- Giolitti's government proved incapable of solving the social and economic problems. From 1921-22 the liberal government attempted to co-opt support from Mussolini which gave the Fascists the veneer of respectability. In 1922 the government and the King failed to stop the Fascists
- Mussolini was a skilled politician but lacked many of the attributes of a strong and effective leader.
- The Church remained a powerful force in Italy and influenced Italy's political development.
- Economically Fascism was a failure. The corporate state did nothing to reduce class antagonisms or improve economic conditions. Italy became self-sufficient in wheat at the expense of the rest of her agriculture
- The Fascist government failed to transform the lives of ordinary Italians. For most people it was a period of stagnant or declining living standards

Overall candidates will offer a debate and come to a substantiated judgement regarding the success of Italian governments in dealing with the challenges they faced in the period 1918-1940.

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 effective was the Weimar government in dealing with the threats it faced between 1919 and 1933?

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 Weimar government was effective in dealing with the threats it faced between 1919-1933. 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 Weimar government was effective in dealing with the threats it faced between 1919-1933. In order to reach a substantiated judgement about this issue, candidates may argue that the Weimar government effectively dealt with the threats it faced. The response might support this proposition by considering issues such as:

- The German experiment with democracy lasted from 1918-1933; a spirit of optimism after 1918 was born out of military defeat and the national humiliation of the Treaty of Versailles in 1919
- the transformation of the political system after 1918; a revolution in government leading to the Weimar Coalition. Weimar survived the challenge of political extremism in the immediate years following the end of the Great War
- the 'Golden Years' of the Weimar Republic; political stability from 1924-1928. The Republic experienced a period of stable political leadership through Stresemann and Hindenburg, leaders who commanded respect and established financial stability. The Reichstag elections of 1928 provided the strongest indicator of strong government when the extreme parties had their worse result for a decade
- Communism and the left had been contained and presented no serious challenge to Weimar stability in this period
- Even in 1933 Hitler and National Socialism seemed comfortably shackled within another Weimar coalition

Candidates might consider challenging the proposition in the question by arguing that for most of the period 1919-1933 political instability and the chaos of government threatened the stability of government in Weimar of Germany. The response might consider issues such as:

- the political instability of Weimar; weak coalitions and the inability to unite the people behind the political system. The Weimar Republic was an artificial regime brought into being by peculiar circumstances; the new government had a flawed constitution where Article 48 was used as a bridge to dictatorship
- For all the shifts in policy and improvements in its status and stability the Weimar Republic was still deeply flawed. It had few durable institutions to sustain it in crisis. The Republic had not developed a system of parliamentary parties strong enough to give stability to its democracy.
- Following the Wall Street Crash Germany plunged into a period of political and economic crisis which ultimately led to its collapse in 1933. The Weimar government was unable to prevent the shift to the political right and left.
- Weimar could not prevent the rise to power of National Socialism

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the Weimar government was effective in dealing with the threats it faced between period 1919-1933.

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.

‘Stalin’s domestic policies had the most significant impact on Russia between 1905 and 1945.’ Discuss.

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 Stalin’s policies had the most significant impact on Russia between 1905-1945. 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 policies of Stalin had the most significant impact on Russia between 1905-1945. In order to reach a substantiated judgement about this issue, candidates may argue that Stalin established the key features of the authoritarian and totalitarian regime which impacted significantly on Russia . The response might support this proposition by considering issues such as:

- Stalin developed a powerful state system which drove forth policy and overcome all opposition at the expense of the people. Stalin overrode the authority of the Party and created an extremely powerful and remarkably successful system of personal rule. Stalinism may have been built on the foundations of Leninism but developed in distinctive ways which affected the lives of the Russian people
- Stalin’s system of government was characterised by the ruthless exploitation of Russia’s economic resources and this was achieved on the backs of the Russian people. The impact of Stalin’s economic policies was immense. The deprivations of the peasants through collectivization and the sacrifices of the industrial workers due to the Five Year Plans and the regimentation of industrial labour.
- Stalin set about the transformation of the Communist Party by a series of murderous and far reaching purges in the period 1934-38. e.g. Kirov; Kamenev; Zinoviev; by the end of the 1930s the powers of the political police had expanded enormously and were backed by a system of prison and labour camps.
- The Russian people were affected by a mixture of terror and illusion. The Russian people were extended civil rights within the constitution but only when in conformity with the interests of the people and the socialist system
- The cultural revolution coincided with industrialization and collectivization. It saw a return to the class struggle of the Civil War. Stalin was active in enforcing the cultural revolution in education, art and intensifying the attack on religion.

Candidates might consider challenging the proposition in the question by arguing that whilst Stalin's domestic policies impacted greatly on Russia during this period there is a strong case for arguing that lives of the Russian people were just as significantly impacted by the previous regimes. The response might consider alternate factors such as:

- The Stalinist regime was a logical extension of the centralised state which was developed under Lenin and earlier by the Tsars. The centralised state had a different impact on the lives of the Russian people at different times and to different degrees.
- The cult of the leader: Nicholas; Lenin and Stalin; Stalinism affected the people in similar ways to Tsar Nicholas and Lenin. In all three systems state control over the people was regarded as normal. They all attempted to create orthodoxy and nationalism. The state police existed (OGPU; CHEKA; NKVD): the economic changes were instigated from above, there was a strong emphasis on Russian nationalism. How differently these affected the lives of the Russian people at different times was marginal.
- Under Tsar Nicholas II political reforms were also limited in scope and he was not prepared to see a diminution of his authority. The peasants had made few gains and the industrial revolution had impacted badly on industrial workers. However, rural and industrial stability was emerging within Tsarist Russia by 1914. The outbreak of the war changed things for the Russian people.
- The Bolsheviks from 1917 wanted to modernise Russia both in the sense of creating a modern economy but also in transforming the lives of the Russian people. In the aftermath of the Revolution the country suffered an economic collapse where 60% were unemployed. By 1921 famine was widespread. The effects of war Communism were catastrophic. The NEP created a class of successful peasants which had not been achieved under Tsarist Rule. The impact of these changes on Russian society was dramatic and significant.
- By 1921 the Bolsheviks were in trouble from peasant revolts, strikes and opposition from workers as a result of economic stress and famine. The Bolshevik consolidation of power resulted in some pragmatic decisions in order to secure survival such as War Communism and the NEP as well as the use of power. All these policies had a significant impact on the lives of the Russian people.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Stalin's domestic policies had the most significant impact on Russia between 1905 and 1945.

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.

To what extent was the League of Nations the most significant development in international relations in the period 1890-1939?

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 the most significant development in international relations in the period 1890-1939. 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 the most significant development in international relations in the period 1890-1939. In order to reach a substantiated judgement about this issue, candidates may argue that the League of Nations for the first time established the idea of collective security. The response might support this proposition by considering issues such as:

- The attempts to create collective security through the League of Nations created the politics of reconciliation.
- The Dawes Plan and the Locarno Agreements marked a fresh start after the bitterness of the immediate post war years.
- The pace of international co-operation quickened and the League of Nations symbolized a new era of peace and security.
- The League achieved notable settlements based on its mediatory functions. Its aims were both popular and considered achievable. The consultative spirit of the League was accepted by all the major powers

Candidates might consider challenging the proposition in the question by arguing that the League of Nations was a well-meaning attempt at collective security but ultimately it failed due to the challenges posed by post-war Europe. Therefore it cannot be considered the most significant development in international relations in this period. The response might consider the significance of alternate developments such as:

- The fragility and inadequacy of the stabilisation policies and agreements reveal an era of essentially doomed international hope and progress and led to significant international rivalries. There was continuing international confrontation and the principle of international disarmament was a major casualty of the early 1930s. In the major confrontations of the interwar period the League failed to exert an impact.
- The alliances and ententes which had formed the basis of pre 1914 relations were redefined. Russia had become isolated, Austria was a shadow its former self. The 1920s can be seen as a false start to attempts to solve the problems created by WWI.
- After the fall of Bismarck in 1890 there was a gradual realignment of the Powers which brought Britain, France and Russia together, and in 1914 led to War with the Central Powers. Bismarck had devised a system of alliances intended to maintain peace and prevent a nightmare coalition against Germany on two fronts.

- The new juxtaposition of the Great Powers brought them into direct confrontation by 1914. This conflict of interests was not only apparent in the pre-war tensions and crises in Europe, but in the post war settlement. There was in effect a diplomatic revolution which settled any outstanding colonial rivalries and ended Anglo-French and Anglo-Russian friction.
- It is of great significance that with the establishment and consolidation of the Soviet Union and the economic collapse of 1929 international relations were shaped and had to take into account forces that threatened the existing balance of power.
- International relations were also influenced by the provocative and unfriendly nature of German foreign policy and Italian foreign policy. The interwar years witnessed an increase in international tensions which were clearly the result of the aggressive foreign policy.
- It is no wonder that the states of Europe employed a number of strategies to deflect the German threat as alternatives to confrontation with Germany e.g. appeasement; alliances; international agreements. All three had a significant impact on international relations in the inter-war era.
- The diplomatic scheming of the Powers in the period 1937-1939 was both dramatic and complex. Germany and Soviet Russia made U turns. Indeed all the powers seemed to send out a series of ambiguous and contradictory signals which affected international relations. The powers pursued a strategy of 'possible alternatives' which had a significant impact on the direction and management of international relations in general and the balance of power in particular.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the League of Nations was the most significant development in international relations in the period 1890-1939.

GENERIC MARK SCHEME UNIT 1

THIS CAN BE USED WITH BOTH QUESTIONS

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer. The published mark scheme for Unit 1 also gives the same break down and descriptors.

Band 6 CHARACTERISTICS		<i>The response is fully focussed on the exact key concept in the set question, covering the whole of set period, with a clear and convincing debate on the main developments and reaching a substantiated judgement in a lucid and fully coherent essay.</i>
B6H	30	The response engages with the exact key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and lucid essay with a fully convincing and substantiated judgement covering the whole of the set period.
B6S	27	The response engages with the key concept and the fuller range of issues arising from the question set throughout the essay and is able to provide an analytical, evaluative and coherent essay with a convincing and substantiated judgement covering nearly all of the set period.

Band 5 CHARACTERISTICS		<i>The response is mainly focussed on debating the key concept in the set question, covering most or all of the full period. The response considers most of the main developments; provides a convincing debate and is able to come to a supported, balanced and appropriate judgement.</i>
B5H	25	The response engages with the key concept and offers a convincing debate regarding the range of issues arising from the question set throughout most of the essay. The essay will be analytical, evaluative and well written with a balanced and appropriate judgement covering most or all of the set period.
B5S	23	The response has a focus on debating the key concept set throughout most of the essay and is able to provide an analytical, evaluative and well written essay with a balanced and appropriate judgement covering some or most of the set period.
B5C	21	The response begins to show some of the characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period]</i>

Band 4 CHARACTERISTICS		<i>The response has some focus on the key concept in the set question covering some to all of the set period, with some debate on some of the developments and a supported, balanced judgement on the key concept in a structured essay. There may well be some drift but there should be the beginning of a meaningful debate in the response.</i>
B4H	20	The response will feature some meaningful discussion of how and why the main developments, events or factors had an impact on the key concept in the set question over some or most of the period set. There will be an attempt at a balanced and supported judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept in the question set, often with a series of mini judgements. There may be an attempt to consider a series of developments, events or factors in relation to the key concept set over some or most of the period. There may well be some listing of developments and some drift.

Band 3 CHARACTERISTICS		<i>The response has some focus on the key issues set and begins to discuss these to come to a judgement on the question set. The response is usually restricted to a “for and against” discussion with some evidence of listing and unloading of notes. There may well be some considerable drift; and there may well be a mechanistic tone to the response.</i>
B3H	15	The response is based on a series of assertions, developments or factors over the period rather than the key concept in the question set. The response does offer a limited but valid judgement.
B3S	13	The response tends to be in the form of a generalised, listing of developments and factors.

Band 2 CHARACTERISTICS		<i>The response is largely based on the TOPIC area and is descriptive.</i>
B2H	8	The response is a predominantly descriptive account of the topic. There will be a “tagged on” judgement.
B2S	6	The response is a descriptive account of the developments and factors related to the topic area with no judgement attempted.

Band 1 CHARACTERISTICS		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the topic area.
B1S	3	The response is very brief and / or largely irrelevant to the concept set.
	0	Use for incorrect answers