GCE AS MARKING SCHEME

SUMMER 2022

HISTORY - UNIT 1
PERIOD STUDY 8

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

2100UH0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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Summary of assessment objectives for Unit 1

The questions in this examination assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. In Section A, candidates choose one question from a choice of two. In Section B, candidates again choose one question from a choice of two. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme has two parts:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 1.

- Advice on each specific question outlining indicative content that 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 listed. Assessors must credit any further admissible evidence offered by candidates.

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.

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AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	**26–30 marks**	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	**21–25 marks**	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	**16–20 marks**	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	**11–15 marks**	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	**6–10 marks**		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	**1–5 marks**		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

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Section A

0 1 **To what extent were international agreements the cause of tensions in Europe between 1894 and 1914?**

Candidates will offer a supported appraisal of international agreements across the specified period, measuring – in relation to other relevant issues – their contribution to tensions in Europe. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that international agreements were the cause of tensions in Europe during the period may include the following.

- It was the fear of Germany that encouraged France and Russia to form an alliance in 1894, pushing Germany into closer alliance with the Austro–Hungarian Empire.
- The result of the Russo–Japanese war led to closer ties between France and Russia, and eventually Britain, thus enhancing Germany's belief in encirclement.
- The alliances and ententes divided the powers into two armed camps and enabled regional disputes to become a focus of heightened tensions.
- The agreements resulting from the Moroccan and Balkan crises led to heightened tensions between the powers, alienating an already aggrieved Germany by 1914.

Arguments that suggest that international agreements were not the cause of tensions in Europe during the period may include the following.

- The alliances and ententes provided countries with a route to discourage aggressive actions thus lessening tensions in Europe.
- The rise of Nationalism gave sway to the idea that countries were superior to their neighbours thus cultivating a feeling of hubris.
- Britain's policy of Splendid Isolation encouraged countries to act far more aggressively as they knew Britain was reluctant to participate in binding agreements.
- It was the ambitions of the Kaiser, Wilhelm II, to make Germany a major global power through *Weltpolitik* that fuelled tensions in Europe.
- Overall, European rearmament and the Anglo-German naval race heightened tensions between the countries.

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0 2 **To what extent did Fascist domestic policies change the lives of the Italian people between 1922 and 1943?**

Candidates will offer a supported appraisal of Fascist domestic policies in Italy across the specified period, measuring – in relation to other relevant issues – their contribution to changing the lives of the Italian people. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Fascist domestic policies changed the lives of the Italian people during the period may include the following.

- Mussolini's healing of Church/State relations with the Concordat of 1929 and the Lateran Treaties.
- The creation of the so-called Corporate State, which was meant to act as a model for economic and industrial harmony by uniting Italian society.
- The introduction of sick pay in 1928, followed ten years later by a 'package' comprising of end of year bonuses, paid holidays and redundancy pay.
- The stimulation of modern industries meant that Italy's profile began to resemble that of a modern European state, as autarky led to a fivefold increase in electricity production and a rise in motor car production.
- The Battle for Grain, which reduced the dependency on imports, the Battle for lira, which created Quota 90 and raised Italian prestige abroad, and the battle for births, which aimed to increase the population.
- The great emphasis placed by the fascist regime on the indoctrination of the Italian Youth, as every attempt was made to incorporate youth into the party and state structure (by 1939 it had 8m members).

Arguments that suggest that Fascist domestic policies did not change the lives of the Italian people during the period may include the following.

- Mussolini's preoccupations meant that the country's old problems were not solved.
- The Fascist revolution failed to transform the lives of ordinary Italians, for example the battle for land fell short of any substantial change in the pattern of land ownership in Italy.
- economically, Fascism was a failure as the corporate state did nothing to reduce class antagonisms or improve economic conditions, for example while. Italy became self- sufficient in wheat, but this was at the expense of the rest of its agriculture.
- The fascist government failed to transform the lives of ordinary Italians, for whom the period was one of stagnant or declining living standards.

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Section B

0 3 **How effectively did Russian governments deal with the challenges they faced in the period from 1905 to 1945?**

Candidates will offer a supported appraisal of Russian governments' handling of the challenges they faced, measuring the strengths and limitations of their responses in the context of the period specified and perhaps in relation to other relevant issues. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Russian governments dealt effectively with the challenges they faced during the period may include the following.

- Economically there was much industrial development, and the collectivization of agriculture also improved efficiency and food production.
- The economic policies of Lenin and Stalin both saw successes as the NEP and Five-Year Plans led to dramatic changes in Russian society and economy.
- Politically, Russia became a centralized state and successive leaders fostered an idea of orthodoxy and nationalism which countered any threats to political stability.
- The cultural revolution led to new opportunities which benefited many in Russian society.

Arguments that suggest that Russian governments did not deal effectively with the challenges they faced during the period may include the following.

- Economically, industrial development was slow. Collectivization was despised by Russian farmers, was never widely popular nor embraced, and it led to harsh repression.
- Famine and starvation in the period indicates the lack of effective leadership.
- Politically this was a period when the use of repression, terror and purges was used by successive leaders in order to quash any opposition.
- Political shortcomings and Russia's inability to financially sustain a major war led to Russia's difficulties in both world wars.

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0 4 **"The Cold War was responsible for increased European co-operation in the period from 1945 to 1989." Discuss.**

Candidates will offer a supported analysis of the Cold War measuring its responsibility for increased European co-operation – in relation to other relevant issues, and in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the Cold War was responsible for increased European co-operation during the period may include the following.

- The Cold War leading to the need for some form of European defence to counter the fear of the Soviet Union and spread of communism, which ultimately led, by 1949, to the division of Europe as the Iron Curtain descended on the continent.
- The establishment of the Brussels Treaty and the establishment of NATO.
- The Truman Doctrine, which spelled out a policy of containment that was designed to prevent Russian expansion and which was underlined by the strengthening of the European economies by Marshal Aid and the creation of NATO.
- The Soviet Union's leadership of the socialist world against a capitalist system that exploited the world led to espionage and economic warfare.
- Comecon, which aimed to bring all the eastern European economies into closer union with the Soviet Union and meant that the economies of Eastern Europe now looked to the USSR rather than to the West as their main market.

Arguments that suggest that the Cold War was not responsible for increased European co-operation during the period may include the following.

- The Cold War threat to Europe and the problem of how to contain the revival of German power offered further encouragement to ideas of greater European economic co-operation.
- Most of the countries of Western Europe faced a painful task of reconstruction after 1945.
- The discrediting of nationalism and the fact that during the Second World War individual nation states had not been able to offer a minimum of security to their inhabitants against the aggressor led to the realization that the economic and political problems of Europe could not be solved within a purely nationalist framework.
- Europe had ceased to be the dominant force in world affairs and was now replaced by two superpowers, as such needed new ways to preserve its economic and political as well as its identity in the world.
- There was the growing awareness in Europe for the need to create large markets that would lead to the co-ordination of economic efforts in a competitive, modern technological economy and this led to the Schuman Plan, the creation of the Coal and Steel Community, the establishment of the EEC and its enlargement in 1973 and 1986.

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