

Mark the answer

1 Draw lines to connect the marker's comments to the relevant parts of the answer.
One has been done for you.

1 Explain **two** consequences of the Soviet invasion of Hungary (1956).

(Total for Question 1 = 8 marks)

Consequence 1: In November 1956, Soviet troops invaded Hungary to crush Hungarian opposition to Soviet control, which had followed from reforms introduced by Imre Nagy. Nagy's reforms included free elections that would threaten the control of the Communist Party in Hungary and a plan for Hungary to leave the Warsaw Pact.

Specific information is provided about the Soviet invasion of Hungary.

One consequence is clearly identified.

Consequence 2: Over 5000 Hungarians died resisting the Soviet invasion, which led to the United Nations condemning Soviet actions. However, the international response was not very strong. A few countries boycotted the 1956 Olympics because the USSR was taking part, but although the US accepted 80000 Hungarian refugees it would not send troops to help Hungarians resist the invasion because of the risk of this turning into nuclear war with the USSR.

The student has given specific information that explains the consequence.

The student has explained why there was an invasion rather than explaining what happened **as a result** of the invasion.

2 Use the mark scheme below to assign a mark to the student's answer. Explain your decision.

Level	Mark	Descriptor
2	3-4	<ul style="list-style-type: none">A consequence is analysed using specific features of the period. [AO2]Good knowledge and understanding is shown, supported by specific information about the topic. [AO1]
1	1-2	<ul style="list-style-type: none">A consequence is stated with a simplified or generalised comment. [AO2]Limited knowledge and understanding of the period is shown through generalised information about the topic. [AO1]
	0	No rewardable content

Each of the two consequences should be marked separately: 4 marks maximum for each. An answer without any AO2 (talking about consequences) **cannot** be awarded more than 2 marks, no matter how good it is on AO1 (facts and details).

I would award the first consequence out of 4 marks because

I would award the second consequence out of 4 marks because

Improve the answer

1 Write an improved answer to the question below. Use the hints to make sure your answer achieves the highest possible mark.

1 Explain **two** consequences of the fall of the Berlin Wall in November 1989.

(Total for Question 1 = 8 marks)

Had a go

Consequence 1: After the Berlin Wall fell in November 1989 that meant East Germany and West Germany could become one country again.

Consequence 2: The fall of the Berlin Wall also led to the end of the Warsaw Pact.

Hints

- Identify *consequences* – something that happened **as a result** of the fall of the Berlin Wall in November 1989.
- Then **explain why** this was a consequence: 'This was a consequence of the fall of the Berlin Wall because...'
- Add relevant details to develop your answer and show your knowledge of the period. These should also help explain why the consequence happened.
- Don't forget to write **two** consequences! The exam paper prompts you to do this.

Consequence 1:

Consequence 2:

Different exam papers in GCSE (9-1) History test different skills. Discuss consequences here. Do not describe features.

Re-order the answer

1 A student has written a plan to answer the question below. Number each part (from 1 to 7) to create the best sequence for a successful answer. Then add in the correct dates in the spaces provided.

2 Write a narrative account analysing the key events of the Cuban Missile Crisis (1962).

You may use the following in your answer:

- Cuban revolution
- DEFCON 3 (22 October 1962)

You **must** also use information of your own.

It's a really good idea to review your plan and order your points before you start writing your answer to Question 2.

(Total for Question 2 = 8 marks)

- ☐ Khrushchev sent a secret message to Kennedy on 1962. Khrushchev said he was willing to end the crisis. The next day, JFK sent a response agreeing that the US would not invade Cuba if the missiles were removed.
- ☐ The Cuban Missile Crisis began when Soviet nuclear missiles were brought to Cuba in secret. On 1962, a US U2 spy plane took photographs of missile sites being constructed in Cuba.
- ☐ Khrushchev reacted to Kennedy's decision by describing the US 'blockade' as an act of aggression. He said that Soviet ships would continue to come to Cuba. On 1962, DEFCON 3 was declared. This meant that the US thought war was about to start.
- ☐ On 1962, Khrushchev announced the removal of missiles from Cuba.
- ☐ Cuba had been closely linked to the US. However, the socialist revolution in Cuba in 1959 made the US an enemy of Cuba. In 1961, the US government backed a failed attempt to overthrow Cuba's socialist government by force.
- ☐ To end the crisis, the USSR demanded that the US remove its Jupiter missiles from Turkey. On 1962, President Kennedy's brother Robert met the Soviet ambassador to the US to agree that this would happen, but that it would not be made public.
- ☐ President Kennedy was advised by his military chiefs to order an air strike on the missile sites, to prevent the threat of an attack on the US, followed by an invasion of Cuba. However, on, JFK decided on a quarantine to stop any Soviet ships reaching Cuba.

Find the answer

1 Find the **one** statement from the student's notes below that does **not** fit into the sequence of events. Choose A, B, C, D, E, F, G or H. Explain your choice.

2 Write a narrative account analysing the key events of the Soviet response to the Prague Spring (1968).

You may use the following in your answer:

- 'socialism with a human face'
- the Brezhnev Doctrine

You **must** also use information of your own.

(Total for Question 2 = 8 marks)

- A In January 1968, Alexander Dubcek became leader in Czechoslovakia. He was a friend of Brezhnev and a committed communist.
- B Although Dubcek was a communist, Soviet economic and political methods were very unpopular in Czechoslovakia. Dubcek launched reforms.
- C In the 1980s, Gorbachev's 'new thinking' reforms had similar aims to Dubcek's reforms.
- D Dubcek's reforms aimed for 'socialism with a human face' and relaxed political and economic control. This led to the Prague Spring: more freedom of speech resulted in growing criticism of Soviet control and Soviet communism.
- E Brezhnev was alarmed by the Prague Spring. Other communist leaders in Eastern Europe worried that criticism would spread to their countries and would lead to communist parties losing power there.
- F Brezhnev tried but failed to get Dubcek to bring the reforms under control. In August 1968, the USSR ordered troops into Czechoslovakia. Dubcek was arrested.
- G Czechoslovakia had a new leader: Husak. 'Normalisation' introduced strict Soviet control.
- H The Brezhnev Doctrine: the USSR declared the right to invade any Eastern bloc country that threatened the security of the bloc as a whole.

Answer does not fit into the sequence because

.....
.....
.....

Question 2 requires you to put key events or features together into a clear sequence and show how one key event or feature links to another.

Improve the answer

1 Write an improved answer to the question below. Use the hints to make sure your answer achieves the highest possible mark.

2 Write a narrative account analysing key events in the creation of Soviet satellite states in Eastern Europe from 1945 to 1949.

You may use the following in your answer:

- the Yalta Conference (1945)
- 'salami tactics'

You **must** also use information of your own.

A narrative account is like a story: it needs a beginning, a middle and an end.

(Total for Question 2 = 8 marks)

Had a go

The USSR thought that Eastern Europe should be in its sphere of influence so Western powers should not have a say in what happened in countries there. In 1946, Churchill made a speech referring to an 'iron curtain' across Europe and warning that the USSR wanted to expand its 'sphere of influence' across Europe. This was important in the development of the Cold War because it added to the US's determination to stop the USSR from taking control, even though in the Yalta conference (1945) the US had agreed to Germany being divided into zones of occupation.

Hints

- The answer so far is not organised into a sequence. Although key events are referred to, they are not all relevant or accurate, and the student has not made links between them.
- Make sure your answer reads as a step-by-step account that leads to an outcome (a result at the end of the process, for example that by 1950 the USSR controlled a bloc of Eastern European countries).

Complete the question

1 Complete each part of the question below with a suitable idea. One has been done for you.

3 Explain **two** of the following:

- The importance of US possession of the atom bomb for relations between the US and the USSR. (8)
- The importance of in Berlin (1958–61) for increasing tensions between East and West. (8)
- The importance of (1968) for Soviet control of Eastern Europe. (8)

(Total for Question 3 = 16 marks)

the Brezhnev Doctrine ~~the atom bomb~~ nuclear non-proliferation
Tehran Conference the refugee problem the formation of NATO

In Question 3, you write two answers from a choice of three options. The options will each ask you to explain the importance of **an event/person/development** for a situation or an unfolding development.

2 Fill in the missing situation or unfolding development to complete the question. Choose from the options provided.

3 Explain **two** of the following:

- The importance of Cominform (1947) for (8)
- The importance of the launch of Sputnik (1957) for (8)
- The importance of the 'Velvet Revolution' (1989) for (8)

(Total for Question 3 = 16 marks)

the collapse of Soviet control of Eastern Europe increasing Soviet influence in Eastern Europe
increasing de-Stalinisation in Eastern Europe the US policy of brinkmanship
Soviet relations with Cuba the development of the arms race between the US and the USSR

Our teacher gave us a copy of the specification for GCSE (9–1) History at the start of year 10. It was useful to see what we needed to know about different topics.

Find the answer

1 A student has planned an answer to the **first bullet point** of the question below. Which point is **not** relevant and should **not** be included in the student's final answer? Tick it.

3 Explain **two** of the following:

- The importance of the Marshall Plan (1948) for the development of the Berlin Crisis. (8)
- The importance of the Cuban Missile Crisis (1962) for attempts to reduce the threat of nuclear war. (8)
- The importance of Soviet economic weakness for the collapse of the Soviet Union. (8)

(Total for Question 3 = 16 marks)

- ☐ The Marshall Plan was \$13 billion of economic aid from the US to help rebuild Europe after the Second World War, including rebuilding Germany.
- ☐ It made sense for the British and US zones in Berlin to be combined: Bizonia. This area was included in the Marshall Plan.
- ☐ The Soviet Union wanted Germany to be weak and divided so that it would not be able to attack the USSR again; the Marshall Plan threatened the USSR's aims for Germany.
- ☐ In August 1945, the USSR's Gosplan was instructed to prepare a new Five Year Plan for economic recovery.
- ☐ The Soviet Union suspected that the US wanted to create a successful and separate West Germany. This was important in its decision to block supply routes to West Berlin.

2 A student has planned an answer to the **third bullet point** of the question above. Which **two** points are **not** relevant and should **not** be included in the student's final answer? Tick them.

- ☐ Economic weakness meant the USSR could not keep up with the US in military spending, while the US poured money into missile technology.
- ☐ This was important because public opinion in countries such as the UK and Germany was often against nuclear weapons.
- ☐ The USSR was bogged down in a war in Afghanistan that was deeply unpopular with many families and young people.
- ☐ In the Soviet Union and across Eastern Europe, economic problems meant that people did not have a good standard of living. This was important because it made many people unhappy with their lifestyles.
- ☐ Gorbachev's economic reforms – perestroika – were designed to fix the problems of the Soviet economic model. He felt this could only work if people were free to criticise the older ways of doing things: glasnost. However, criticism increased far beyond Gorbachev's expectations.

Complete the answer

1 Complete the student's answer to the **first bullet point** in the question below.

3 Explain **two** of the following:

- The importance of the Marshall Plan (1948) for the development of the Berlin Crisis. (8)
- The importance of the Cuban Missile Crisis (1962) for attempts to reduce the threat of nuclear war. (8)
- The importance of Soviet economic weakness for the collapse of the Soviet Union. (8)

(Total for Question 3 = 16 marks)

In response to the Marshall Plan being introduced in March 1948, in April 1948 the USSR made it much more difficult for transport to enter West Berlin – the start of the Berlin Crisis of 1948. The US's Marshall Plan was \$13 billion of economic aid that countries could sign up to in order to rebuild after the war. It was important for the development of tensions between the superpowers because

We're always told to 'remember to PEE' – **P**oint, **E**vidence, **E**xplain – in History exam questions.

The Comecon countries of Eastern Europe were forbidden by Stalin from signing up to the Marshall Plan. This was because

I used a minute per mark as my guide for planning time: so 8 marks meant around 8 minutes' writing time. This means that you don't end up with too little time to answer the 16-mark questions – and it also leaves you time to check your answers at the end.

Improve the answer

1 Write an improved answer to the **second bullet point** in the question below. Use the hints to make sure your answer achieves the highest possible mark.

3 Explain **two** of the following:

- The importance of the Marshall Plan (1948) for the development of the Berlin Crisis. (8)
- The importance of the Cuban Missile Crisis (1962) for attempts to reduce the threat of nuclear war. (8)
- The importance of Soviet economic weakness for the collapse of the Soviet Union. (8)

Had a go

(Total for Question 3 = 16 marks)

The Cuban Missile Crisis was about the missiles that the Russians had put on Cuba, very close to the US. When the US found out that the missiles were there, it nearly led to nuclear war. One of the options that President Kennedy had to consider was airstrikes on the missile bases in Cuba. That could have led to a war starting with Russia. So the Cuban Missile Crisis didn't reduce the threat of nuclear war, it increased the threat instead.

Hints

- Answers to these questions have to focus on **importance**: 'the Cuban Missile Crisis was important for attempts to reduce the threat of nuclear war because...'
- This response has not answered the question because the student doesn't include enough knowledge about what happened after the Cuban Missile Crisis.
- Think about what changed as a result of the Cuban Missile Crisis and how this led to the threat of nuclear war being reduced.

Mark the answer

1 Use the mark scheme below to assign a mark to the answer. Explain your decision.

5 (a) Describe **two** features of the Babington plot (1586). (4)

Feature 1: One feature was that Mary, Queen of Scots, was executed after the plot was found out. She was executed by being beheaded.

Feature 2: The plot involved an invasion of England by the Duke of Guise. The plan was for the Duke to kill Elizabeth and put Mary, Queen of Scots, on the throne.

Marking instructions

Each valid feature should be awarded 1 mark, up to a maximum of 2 marks. Each feature should be awarded a second mark for supporting information. E.g.

- Mary, Queen of Scots, was involved in the plot (1 mark), which was shown by Babington's letters to Mary (1 mark).

I would award the first feature out of 2 marks because

I would award the second feature out of 2 marks because

2 Use the mark scheme below to assign a mark to the answer. Explain your decision.

5 (a) Describe **two** features of Elizabethan society. (4)

Feature 1: One important feature was the Privy Council. This was made up of members of the nobility who helped to govern the country and took account of what was happening in parliament.

Feature 2: There were tenant farmers and also merchants – they could be very wealthy.

Marking instructions

Each valid feature should be awarded 1 mark, up to a maximum of 2 marks. Each feature should be awarded a second mark for supporting information. E.g.

- People had to show care for those below them (1 mark). Landowners had a duty of care for their tenants if, for example, there was a harvest failure (1 mark).

I would award the first feature out of 2 marks because

I would award the second feature out of 2 marks because

Complete the question

1 Use the student's answer to complete the question. Include dates where possible.

- 5 (a) Describe **two** features of (4)

Nailed it!

Feature 1: A new prayer book was introduced in 1559, called the Book of Common Prayer, which had to be followed by all clergy. The wording in the prayer book was made so that Protestants and Catholics could both use it and understand different things.

Feature 2: A second feature was the Act of Supremacy. Elizabeth was named as Governor of the Church of England. Her father, Henry VIII, had named himself Supreme Head of the Church of England. Governor was a title that showed Elizabeth was more tolerant of religious differences in England.

2 Use the student's answer to complete the question. Include dates where possible.

- 5 (a) Describe **two** features of (4)

Nailed it!

Feature 1: Two of the main rebels were Thomas Percy, Earl of Northumberland, and Charles Neville, Earl of Westmorland. Both of them were Catholics who owned huge areas of land in the north, but who had lost a lot of their influence at court.

Feature 2: A second feature was that many northern landowners did not join the revolt, mainly because they had gained a lot of wealth from Henry VIII's dissolution of the monasteries and did not want to have to give it back if England became Catholic again. Examples were landowners in Lancashire and Cheshire.

3 Use the student's answer to complete the question. Include dates where possible.

- 5 (a) Describe **two** features of (4)

Nailed it!

Feature 1: Parliament saw vagrants as a threat to public order and wanted to deter vagrancy. Vagrants were whipped and had a hole put in their ears for a first offence, imprisoned if arrested for vagrancy again and given the death penalty for a third offence.

Feature 2: A second feature was helping the 'impotent poor'. A national poor rate was introduced and local authorities (for example, JPs and parish councils) had to keep a poor register and find work for able-bodied poor people.

Complete the answer

1 Use the marking instructions below to complete the student's answer so that it would be awarded 4 marks.

- 5 (a) Describe **two** features of the Puritan challenge in the 1560s. (4)

Feature 1: Puritans wanted a simpler style of worship that purified churches of Catholic 'graven images' such as

Feature 2: Puritans refused to wear the vestments required by the Royal Injunctions because

Marking instructions

Each valid feature should be awarded 1 mark, up to a maximum of 2 marks. Each feature should be awarded a second mark for supporting information. E.g.

- Puritans wanted to live in a 'more godly' society (1 mark). An example of what would make society more 'godly' was banning 'sinful' activities such as gambling or cock fighting (1 mark).

2 Use the marking instructions below to complete the student's answer so that it would be awarded 4 marks.

- 5 (a) Describe **two** features of school education during Elizabeth's reign (1558–1603). (4)

Feature 1: Parish schools were for children up to the age of 10 years. They were owned by

Feature 2: Grammar schools

Marking instructions

Each valid feature should be awarded 1 mark, up to a maximum of 2 marks. Each feature should be awarded a second mark for supporting information. E.g.

- Very few children in Elizabethan England went to school (1 mark). No one believed there was any point educating anyone but the children of rich people, since it was thought no one else would need it (1 mark).