

**GCSE**  
**HISTORY**  
**8145/1B/B**

Paper 1 Section B/ B: Conflict and tension, the inter-war years  
1918–1939

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Mark scheme

June 2022

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Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

### Step 3 Spelling, punctuation and grammar (SPaG)

Spelling, punctuation and grammar will be assessed in question 04.

	<b>Performance descriptor</b>	<b>Marks awarded</b>
High performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>	4 marks
Intermediate performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>	2–3 marks
Threshold performance	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>	1 mark
No marks awarded	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0 marks

Question 04 is an extended response question. They give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

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**Source A** is critical of the League of Nations. How do you know?

Explain your answer using **Source A** and your contextual knowledge.

**[4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target Analyse sources contemporary to the period (AO3a)**

**Level 2: Developed analysis of source based on content and/or provenance 3–4**

Students may progress from a simple analysis of the source with extended reasoning supported by factual knowledge and understanding related to the features of the source.

For example, the cartoon is critical of the League of Nations because it was produced at the time of the Manchurian Crisis when the League failed to stop the Japanese invasion of Manchuria. The title of the cartoon suggests that Japan is ignoring the League of Nations.

**Level 1: Simple analysis of source based on content and/or provenance 1–2**

Students identify relevant features in the source and support them with simple factual knowledge and understanding.

For example, the cartoon shows that Japan is walking all over the League of Nations.

**Students either submit no evidence or fail to address the question 0**

0 2

How useful are **Sources B** and **C** to an historian studying the policy of appeasement?

Explain your answer using **Sources B** and **C** and your contextual knowledge.

**[12 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**

**Analyse sources contemporary to the period (AO3a)**  
**Evaluate sources and make substantiated judgements (AO3b)**

In analysing and evaluating sources, students will draw on their contextual knowledge to question critically the content and provenance of sources (for example, the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience).

**Level 4: Complex evaluation of both sources with sustained judgement based on content and provenance** **10–12**

Students may progress from a developed evaluation of the sources by complex reasoning related to utility on the basis of content and provenance. They may evaluate the relationship between the sources based on analysis of provenance and contextual knowledge.

For example, the sources are useful to show how difficult it was for the governments of the time to respond to the threats posed by Hitler. The Munich Agreement mentioned in Source B was the work of several countries, not just Britain alone, therefore the responsibility for giving in to his demands is a shared one. The American view in Source C is useful to show that even countries outside Europe were concerned with the issue of Czechoslovakia and the policy of appeasement.

**Level 3: Developed evaluation of sources based on the content and/or provenance** **7–9**

Students may progress from a simple evaluation of the sources with extended reasoning related to utility on the basis of content and/or provenance.

For example, Source B is useful for showing a positive view of appeasement as Chamberlain presented it to the people of Britain. The Munich Agreement allowed Hitler to occupy the Sudetenland in Czechoslovakia despite it not being German land. However, in return for this concession, Chamberlain secured the Anglo-German declaration which was a promise that war would be avoided. Source C is critical of Chamberlain for thinking that Hitler will be content with the concessions. The Munich Agreement had allowed Hitler to take over land in Czechoslovakia. Hitler had promised not to make any further demands for more territory but many people at the time thought he would try and take more land.

For example, Source C is useful because it shows an opinion from outside Europe that was critical of Chamberlain’s policy of appeasement. The cartoon reflects the view that by giving into Hitler the Munich Agreement would encourage his territorial ambitions even further. This prediction came true when Hitler invaded the rest of Czechoslovakia in 1939. Source B shows why, in the short term, appeasement seemed to have worked. Chamberlain wanted to use discussion to avoid war with Hitler and Source B was seen as evidence that he had achieved his aim.

**Level 2: Simple evaluation of source(s) based on content and/or provenance 4–6**

Students may progress from a basic analysis of the source(s) to simple evaluation of the content and/or provenance.

For example, Source B shows that appeasement seemed to have worked. Chamberlain wanted to use discussion to avoid war with Hitler and this joint statement was seen as evidence that he had achieved his aim.

For example, Source C is criticising appeasement. The American cartoon is saying the Munich Agreement might not keep Hitler quiet for long. The Munich Agreement had allowed Hitler to take over land in Czechoslovakia. Hitler had promised not to make any further demands for more territory

**Level 1: Basic analysis of sources(s) 1–3**

Answers may show understanding/support for one or both sources, but the case is made by assertion/basic inference.

Students identify basic features which are valid about the sources and related to the enquiry point, for example, Source B says that Germany and Britain agreed never to go to war.

Source C shows that Chamberlain is trying to keep Hitler quiet.

**Students either submit no evidence or fail to address the question 0**

**0 3**

Write an account of how the League of Nations contributed to international peace in the 1920s.

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target Explain and analyse historical events and periods studied using second-order concepts (AO2:4)  
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)**

**Level 4: Complex analysis of causation/consequence 7–8  
Answer is presented in a coherent narrative/account that demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**

Extends Level 3.

Students may progress from a developed narrative of causation/consequence with complex sequencing and reasoning supported by a range of accurate and detailed factual knowledge and understanding which might be related, for example, to an analysis of how/why tension changed at different stages and/or showing understanding about how much each part of the sequence reduced tension

For example, the contribution to international peace by the League sometimes depended on the status of the country they were defending. In the issue of the Corfu invasion by Mussolini, the League originally upheld the complaint by Greece but this was undermined by the influence of more powerful countries such as Britain and France who chose to support Italy's interests.

**Level 3: Developed analysis of causation/consequence 5–6  
Answer is presented in a structured and well-ordered narrative/account that demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Extends Level 2.

Students may progress from a simple narrative of causation/consequence with developed sequencing and reasoning supported by a range of accurate factual knowledge and understanding which might be related, for example to an analysis of how/why tension was reduced at one stage in the process.

For example, the League contributed to peace because it helped to avoid a war breaking out between Sweden and Finland. Both countries wanted to claim ownership of the Aaland Islands. The League found a compromise that both countries accepted.



<b>Level 2:</b>	<b>Simple analysis of causation/consequence</b> <b>Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question</b>	<b>3–4</b>
	<p>Students may progress from a basic narrative of causation/consequence by showing a simple understanding of sequencing, supporting it with factual knowledge and understanding.</p> <p>For example, the League of Nations created an international court of justice to settle disagreements between countries. Every member of the Assembly could vote to choose the judges.</p>	
<b>Level 1:</b>	<b>Basic analysis of causation/consequence</b> <b>Answer is presented as general statements which demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1–2</b>
	<p>Students identify cause(s)/consequence(s) about the events such as the League tried to prevent another war by discussing problems. The Commission for Refugees helped prisoners of war to return to their homes.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

Question 04 requires students to produce an extended response. Students should demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

**0 4**

'The loss of territory was the main reason why Germans hated the Treaty of Versailles.'

How far do you agree with this statement?

Explain your answer.

**[16 marks]**  
**[SPaG 4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

<b>Target</b>	<b>Explain and analyse historical events and periods studied using second-order concepts (AO2:8)</b> <b>Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)</b>	
<b>Level 4:</b>	<b>Complex explanation of stated factor and other factor(s) leading to a sustained judgement</b> <b>Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question</b> Answer demonstrates a complex, sustained line of reasoning which has a sharply-focused coherence and logical structure that is fully substantiated, with well-judged relevance.  Extends Level 3.  Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by detailed factual knowledge and understanding to form a sustained judgement.  For example, the loss of territory was not the main reason because Germany expected some losses. What they hated the most about the Treaty of Versailles was that Germany was excluded from the negotiations and it was a 'Diktat'. This meant they could not influence the severity of the resulting terms. This meant they could not prevent the inclusion of Clause 231 concerning war guilt which said they were responsible for starting the war.	<b>13–16</b>
<b>Level 3:</b>	<b>Developed explanation of the stated factor and other factor(s)</b> <b>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b>  Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with sustained, explicit relevance.  Extends Level 2.	<b>9–12</b>

Answer may suggest that one reason has greater merit.

Students may progress from a simple explanation of causation with developed reasoning supported by factual knowledge and understanding.

For example, the territorial terms of the Treaty of Versailles were the main reason why Germany hated it because they were humiliating and economically damaging. 10% of its land was given to neighbouring countries. A strip of land was given to Poland which effectively split Germany in two by creating a corridor that created access to the sea. As well as losing land outright, Germany also lost control of areas such as the coal rich Saarland which was put under a League of Nations mandate for 15 years and the Rhineland was demilitarised.

For example, the reparations payments were another reason why Germans hated the Treaty of Versailles because it would make it harder for Germany to recover. People were suffering from starvation after the war, and they were angry that the reparation bill was so huge. Germany had to pay money to the Allies for the damage caused during the war. It was estimated that it would take over 60 years to pay back the full bill.

**Level 2: Simple explanation of stated factor or other factor(s) 5–8**  
**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant.

Answers arguing a preference for one judgement but with only basic explanation of another view will be marked at this level.

Students may progress from a basic explanation of causation by simple reasoning and supporting it with factual knowledge and understanding.

For example, the War Guilt clause was hated by the German people because it forced them to accept the full blame for starting the war. Germany had no choice about signing the treaty; they were threatened with renewed fighting if they did not accept all the terms.

**Level 1: Basic explanation of one or more factors** **1–4**  
**Answer demonstrates basic knowledge and understanding that is relevant to the question**

Answer demonstrates a basic line of reasoning, which is coherent, structured with some substantiation; the relevance might be implicit.

Students recognise and provide a basic explanation of one or more factors.

Students may offer a basic explanation of the stated factor, such as the Treaty of Versailles took a lot of land from Germany.

Students may offer basic explanations of other factor(s), for example, Germany was humiliated and forced to reduce the size of its army.

**Students either submit no evidence or fail to address the question** **0**

### Spelling, punctuation and grammar

<b>Performance descriptor</b>	<b>Marks awarded</b>
High performance <ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>	4 marks
Intermediate performance <ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>	2–3 marks
Threshold performance <ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>	1 mark
No marks awarded <ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner’s response does not relate to the question</li> <li>• The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>	0 marks