<table>
<thead>
<tr>
<th>Students must:</th>
<th>% in GCSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AO1</strong> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</td>
<td>35</td>
</tr>
<tr>
<td><strong>AO2</strong> Explain and analyse historical events and periods studied using second-order(^1) historical concepts.</td>
<td>35</td>
</tr>
<tr>
<td><strong>AO3</strong> Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</td>
<td>15</td>
</tr>
<tr>
<td><strong>AO4</strong> Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Superpower relations and the Cold War, 1941-91
Exemplar response 12

1. Explain **two** consequences of the Cuban Missile Crisis (1962).

Consequence 1:

One consequence of the Cuban Missile Crisis was Khrushchev's reputation being damaged. Khrushchev became unpopular because he had appeared weak, when Kennedy announced that the missiles will be removed from Cuba. Khrushchev was removed from office in 1964. This helps support the idea that Khrushchev's reputation was damaged.

By appearing weak, Khrushchev had let down the Russian public.

It had been kept secret that America removed their missiles from Turkey. This made Khrushchev appear even more, since it seemed like he'd simply given up.
Consequence 2: Another consequence of the Cuban missile crisis was the nuclear-test
ban treaty. The treaty was signed in 1963 and it controlled the use
of nuclear test heads.

By banning any testing, the tension was lowered between Russia
and America, this was a positive consequence, now America and
Russia had a hotline for each leader and they could trust each other
a little more.
Examiner’s commentary

The two responses are top of Level 2 for both AO1 and AO2 strands. Consequence 1 gives specific information about the topic by explaining how the Cuban Missile Crisis led to Khrushchev being seen as weak and his removal from office. There is good knowledge and an understanding of the period. Similarly Consequence 2 gives specific information about how the crisis led to the nuclear test-ban treaty and the setting up of a hotline. The responses clearly show a focus on the second-order concept of consequence.

Top of Level 2 for both responses.
Consequence 1:

One of the consequences of the Cuban Missile Crisis in 1962 was a hotline. The hotline was set up between Washington DC, the Whitehouse, and Moscow, the Kremlin. The Cuban Missile Crisis was deeply hostile and Kennedy and Khruschev sent letters to each other. But this took a long time. In June 1963, the hotline was set up so that the leaders could talk to each other without waiting. It was so they could speak directly if there was anything like this to happen again. This is a positive consequence.
Consequence 2:

Another consequence of the Cuban Missile Crisis was the Nuclear Test Ban Treaty of in August 1963.

Kennedy and Kruschev both signed the treaty which stated that no nuclear weapon could be tested in space, above ground or in the sea. This meant that the world was safe from any nuclear weapons.

This was a positive consequence. Although, countries could still test nuclear weapons underground.
Examiner’s commentary
The two responses are top of Level 2 for both AO1 and AO2 strands. Consequence 1 gives specific information about the topic by explaining how the Cuban Missile Crisis led to setting up of the hotline. There is good knowledge and an understanding of the period. Similarly Consequence 2 gives specific information about how the crisis led to the nuclear test-ban treaty. The responses clearly show a focus on the second-order concept of consequence. Top of Level 2 for both responses.
2 Write a narrative account analysing the key events of the Berlin Crisis, 1948–49.

You may use the following in your answer:

- Stalin’s fears
- the Airlift

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

The Berlin Crisis was caused by Treason, common currency and the Marshall Plan. Treason was the formation of British, French and American zones to join together. They then made a common currency. The Marshall Plan was where America gave money to Germany to make it strong. This worried Stalin because Germany had murdered before in 1914 and 1941.
This led to the Berlin Blockade. Stalin wanted to make the people in West Berlin to turn communist. The blockade lasted for 10 months. The allied response to this was an airlift. They couldn't invade because it would have been an act of war. They couldn't do nothing because the policy of containment would have failed. An airlift meant that the people would still have supplies and wouldn't turn to communism. 4,600 tonnes of supplies were delivered every day. On the 12th May, Stalin called off the blockade because his plan wasn't working.

As a result, the consequences were that there was a clearly divided Germany. The GDR was the East and the Federal Republic was the West. This also caused some tension for the Cold War.
Examiner’s commentary

The first paragraph uses terminology of sequence with support showing some knowledge which goes beyond the stimulus material. There is some organisation of the material with knowledge used to make links and sequencing of events for the Marshall Plan. The response meets the criteria for both AOs at Level 2 and the very first sentence shows Level 3 for AO2. The response can therefore be awarded the bottom of Level 3.
The Berlin crisis was caused by Stalin’s fear of a strong Germany, since they had already invaded Russia in 1914 and 1941, and Stalin believed they would invade Russia again once they are strong enough. Stalin’s fears were heightened by America, Great Britain, and France pooling together to create Trizonia. Trizonia helped rebuild Germany by creating the deutschmark and giving Germany $16 billion as aid. By rebuilding Germany, Trizonia made Stalin their enemy. This led to the Berlin Blockade (June 1948). This was Stalin’s response to Trizonia giving aid to Germany. The blockade lasted 10 months; food, water, and communication to west Berlin was cut off completely and Stalin was preparing to move in.
West Berlin to become communist. As a result, response was an airlift, since they could not attack the blockade because that would be seen as an act of war. 4,600 tonnes of food was lifted into West Berlin everyday and West Berliners were now safe. As a result on the 12th May 1949, Stalin called off the blockade. As a result, Germany became clearly divided, GDR were the East Germans and the Federal Republic were the West. This however caused tension that led to the cold war.
Examiner’s commentary
This narrative account has a clear sequence of events within the timeframe showing how the forming of Trizonia and the currency union led to Stalin’s blockade of Berlin and then to the division of Germany. The account is structured and logical and gives information beyond the stimulus with accurate and relevant knowledge. The response is high Level 3 for both AOs.
High Level 3
2 Write a narrative account analysing the key events of the Berlin Crisis, 1948–49.

You may use the following in your answer:

- Stalin's fears
- the Airlift

You must also use information of your own.

Berlin Crisis in 1948–49 was caused by the joining of Britain, France and USA to form Trizoria. Trizoria introduced their own common currency called the Dutschmark which led to Stalin becoming worried. Therefore, the Marshall plan gave 60 million dollars to Germany for aid - this would've strengthened Germany, a stronger Germany, worried Stalin as it could invade the Soviet Union like before in 1914 and 1941. This led to the placement of the Berlin Blockade in June 1948, which lasted for 10 months. An allied response to the blockade was airlifts. The airlifts were a way for Berlin's allies to give food and aid over...
The blockade - Stalin couldn't stop the airlifts. In turn, Stalin had no other choice but to lift the blockade in May. As a result of the blockade, Germany was clearly divided: GDR - East Germany, and Federal Republic - West Germany. Furthermore, this Berlin crisis led to tensions in the Cold War as Stalin was seen as becoming aggressive towards the US.
Examiner’s commentary

This response is a clear narrative and organises the material into a clear sequence of events. It gives accurate and relevant information on how the strengthening of the western zones led to Stalin’s blockade of Berlin and how this in turn led to the formation of West Germany. The response goes beyond the stimulus material and there is a clear understanding of the key features of the period. The criteria for both AOs at Level 3 are met.

Top of Level 3
## Question 3

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1−2  | - Simple or generalised comment is offered about a similarity. [AO2]  
- Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1] |
| 2     | 3−4  | - Features of the period are analysed to explain a similarity. [AO2]  
- Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1] |
Question 2: Write a narrative account analysing the key events of the Berlin Crisis, 1948–49.

You may use the following in your answer:
- Stalin’s fears
- the Airlift
You must also use information of your own.

**Target:** Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1].

**AO2:** 4 marks.
**AO1:** 4 marks.

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1     | 1–2  | - A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]  
- Limited knowledge and understanding of the events is shown. [AO1] |
| 2     | 3–5  | - A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2]  
- Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]  
**Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.** |
| 3     | 6–8  | - A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]  
- Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]  
**No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.** |
Question 2
Write a narrative account analysing the key events of the Berlin Crisis, 1948–49
You may use the following in your answer:
- Stalin’s fears
- the Airlift.
You must also use information of your own.

Exemplar response A
First the Russians blocked the roads so that goods could not go in to the city. The people in the city needed food and coal, so in the end planes from Britain and America sent in the goods people needed and this was called the Airlift.

Examiner’s comment
The response can be credited for both AO’s as a general narrative has been provided and there is some limited knowledge shown as well as some understanding of the main events during the Berlin Crisis 1948-49.
High Level 1

<table>
<thead>
<tr>
<th></th>
<th>1–2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]</td>
</tr>
<tr>
<td></td>
<td>Limited knowledge and understanding of the events is shown. [AO1]</td>
</tr>
</tbody>
</table>
Exemplar response B

After the Second World War Germany was divided into the Soviet zone and thee western zones but Berlin, in the middle of the Soviet zone, was also divided into the Soviet East Berlin and West Berlin occupied by the western powers. Having part of West Berlin in the middle of East Germany was annoying and also a concern for Stalin that it could be used by the West but also the Soviets did not want East Berliners being able to see life in West Berlin. As a result of this, the USSR blocked land routes to West Berlin in the Berlin Blockade to try and force the West to hand over West Berlin. To keep West Berlin supplied the USA and Britain began the Berlin Airlift which eventually led to Stalin ending the blockade and as a result West Berlin was now seen as securely held by the West.

Examiner’s comment

The narrative account is organised in a clear sequence leading to the outcome of a secure West Berlin. There is some linkage between key events with some analysis ('as a result of this' and 'eventually led') for A02 to be awarded at mid to high Level 2. The opening context is relevant but the focus of the question is on the key events of the Crisis itself of which there is less detail. The accurate and relevant knowledge with a clear understanding of the topic is high Level 2 for AO1.

High Level 2

<table>
<thead>
<tr>
<th>2</th>
<th>3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [A02]</td>
<td></td>
</tr>
<tr>
<td>• Accurate and relevant information is added, showing some knowledge and understanding of the events. [A01]</td>
<td></td>
</tr>
</tbody>
</table>

Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.
Exemplar response C

In 1948 the Soviet leader, Stalin, became worried that the Soviet-occupied sector in East Berlin was being threatened by the actions of the Western powers. He was particularly concerned that the economic help being given to western Germany such as the Marshall Plan and the founding of an economic business area in West Berlin called Bizonia would be a threat to Soviet control. Stalin felt particularly threatened by the introduction of a new currency into Bizonia in June 1948. As a direct response, on June 15 1948, the USSR sealed off land and supply routes to West Berlin in an attempt to force the West to stop their economic aid and perhaps even to handover West Berlin. This became known as the Berlin Blockade. However, in response to this the USA and Britain launched what became known as the Berlin Airlift. During the crisis planes delivering food and fuel landed in Berlin every minute to provide West Berliners with goods being blockaded. Stalin hoped that the USA and Britain might abandon the Airlift during the winter of 1947/48 but the pilots continued their dangerous mission. The Airlift continued for almost a year until June 1949 when its success led to the USSR abandoning the Blockade. As a result of the crisis West Berlin became seen as an important symbol of western power and influence and it encouraged the Western powers to consider supporting western Germany as an independent state. As a result of the Berlin Crisis, West Germany was established in May 1949 and the Soviets responded in October 1949 by establishing East Germany.
Examiner’s comment
There is a very clear sequence of events from the beginning of the crisis to its outcome as the division of post-war Germany in 1949 which fully responds to the question. Key events of the 1948-49 Crisis are linked into a coherent sequence. The evidence developed goes beyond the stimulus points to include the economic situation in 1948, the Blockade and the division of Germany. This put the response at the top of Level 3 for AO2. Level 3 can also be awarded for AO1 as the information is accurate and relevant as well as demonstrating a good understanding of the Berlin Crisis.

High Level 3

<table>
<thead>
<tr>
<th></th>
<th>6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

- A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]
- Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]

No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.