



GCE

History A

Y223/01: The Cold War in Europe 1941-1995

Advanced GCE

Mark Scheme for June 2019

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. Here is the mark scheme for this question paper.

MARK SCHEME

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following was a greater reason for growing tensions over Germany 1955-1961?</p> <p>(i) The rearmament of the Federal Republic of Germany (FRG) and its inclusion in NATO (1955) (ii) The building of the Berlin Wall (1961)</p> <p>Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> • In dealing with the rearmament of the FDR and its inclusion in NATO, answers might consider the background of economic and political rebuilding of West Germany, against the wishes of the USSR. • Answers might consider that while the USSR conceded that limited rearmament of Germany would be acceptable, it was absolutely opposed to West Germany being a member of NATO (or the proposed alternative, a European Defence Community). • Answers might consider that the rearmament of West Germany strengthened the division of Germany and indicated that Germany would become permanently divided. • Answers might consider the size and strength of the West German army as the second largest in NATO, albeit without nuclear weapons. This caused the East German army (NVA) to expand, raising tensions. • In dealing with the building of the Berlin Wall, answers might consider that the Wall was built against a backdrop of economic crisis and mass emigration from the East 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to the reasons for growing tensions over Germany 1955-61. • Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels marks scheme.

		<p>which harmed the East materially and in propaganda terms.</p> <ul style="list-style-type: none"> • Answers might consider that the building of the wall was unexpected and thus increased tension, and that it very quickly gained symbolic importance. • Answers might consider the fact that the wall signalled an end to any possibility of a negotiated solution over the future of the divided Berlin and Germany more widely. 		
1	(b)*	<p>‘In the years 1941-1945 the USSR failed to achieve its aims in its dealings with the USA and Great Britain.’ How far do you agree?</p> <p>In arguing that the USSR failed to achieve its aims, answers might consider:</p> <ul style="list-style-type: none"> • The significant delay in opening up a second front to relieve the pressure on the USSR. • The division of Germany and opposition from the USA, Great Britain and France to the USSR’s proposals for a harsh settlement and long-term reduction in German power. • The lack of agreement over reparations payments on terms which the USSR would find acceptable. • Opposition from the USA and USSR to the USSR’s political plans for Eastern Europe after the war. • The unilateral development and testing by the USA of an atomic bomb, which fundamentally changed the balance of power. • Stalin’s opposition to the creation and proposed structure of the United Nations. <p>In arguing that the USSR did achieve its aims, answers might consider:</p>	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the successes/failures. • At Level 5 and above there will be judgement as to the extent of failure. • At higher levels candidates might establish criteria against which to judge success/failure. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

		<ul style="list-style-type: none"> • The decision to open a second front, which although delayed, did take place despite significant Soviet progress in Eastern Europe. • The annexation of territories which had been lost to the USSR in 1917 and 1938-1939. • The establishment of a Soviet sphere of influence in Eastern Europe, which was tacitly agreed in the ‘percentages agreement’ with Churchill, reiterated at Yalta and Potsdam, and achieved with the occupation of Eastern Europe at the end of the war. • The relative freedom given to the USSR to govern its zone of Germany according to terms it found acceptable. • Concessions obtained by Stalin in return for declaring war on Japan. • The key role proposed for the USSR in the United Nations as one of the ‘four policemen’ – a recognition of its status and power-war power and a significant change from its international exclusion in the interwar period. 		
2	(a)	<p>Which of the following was a greater cause of tension between the USSR and the West in the years 1941-1945?</p> <p>(i) Strategic and personal differences in the Grand Alliance</p> <p>(ii) Differences in political ideology</p> <ul style="list-style-type: none"> • In dealing with strategic and personal differences in the Grand Alliance, answers might consider major and ongoing disagreements over military strategy, particularly over the opening of a second front. • Answers might consider the divisions which were emerging as early as 1943 over the future of Europe after 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to causes of tension between the USSR and the West 1941-45. • Answers may deal with each factor in turn, then compare them to reach a judgement, or make take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels marks scheme.

		<p>the war.</p> <ul style="list-style-type: none"> • Answers might consider personal differences between Roosevelt, Churchill and Stalin and how this affected relations. • In dealing with differences in political ideology answers might consider consider the fundamental incompatibilities between communism and capitalism and how these bred suspicion on both sides. • Answers might consider how ideological differences were at the heart of certain disagreements about the future of Europe after the War e.g. the need for free elections in Eastern Europe. • Answers might consider Truman’s attitude to the Soviet Union and communism, and how this worsened relations between the USSR and the USA in 1945. 		
2.	(b)*	<p>‘There was limited change in the Cold War in Europe in the years 1946-1955.’ How far do you agree?’</p> <p>In arguing that there was limited change, answers might consider:</p> <ul style="list-style-type: none"> • The ideological differences that were apparent in Churchill’s iron curtain speech and the Truman Doctrine remained the fundamental basis for divisions throughout the period. • The borders of Soviet-controlled Eastern Europe had been established by 1946 and did not change. • The division of Germany was already a fact by 1946 and tensions over its political, economic and military development pre-dated the end of the Second World War and remained fairly consistent through this period. • The dropping of the atomic bomb by the USA in 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘how far’, but at Level 4 may simply list the change/continuity. • At Level 5 and above there will be judgement as to the extent of change. • At higher levels candidates might establish criteria against which to judge change. • To be valid judgements, claims must be supported by relevant and accurate material. If not, they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

		<p>1945 meant that competition over nuclear weapons was a constant feature during this period.</p> <ul style="list-style-type: none"> • The continued commitment of the USA and the West to containment of communism. • The nature of Soviet rule in Eastern Europe, and the Eastern European people's response to it, remained largely the same until the death of Stalin in 1954. <p>In arguing that the Cold War in Europe did change in this period, answers might consider:</p> <ul style="list-style-type: none"> • The development of Soviet control over Eastern Europe between 1945-1955 – which went from being occupied territories to being true satellite states closely controlled by the USSR politically, economically and militarily. • The significance of the death of Stalin in 1953 and the process of 'de-Stalinisation' which followed. • The emergence of rival military blocs, NATO and the Warsaw Pact. • Economic, political and military developments in Germany during this period. • Economic developments, including Marshall Aid and Comecon. • Hardening political divisions, evidenced for example by the Truman Doctrine/containment and the development of Cominform. • Developments in the arms race and their impact on the Cold War in Europe. 		
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