

GCSE
HISTORY
8145/1B/A

Paper 1 Section B/A

Conflict and tension:
the First World War, 1894-1918

Mark scheme

June 2022

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.

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

0	1
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Source A is critical of Kaiser Wilhelm. 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 title of the cartoon suggests that the Kaiser was just dreaming to think he could dominate the world. The image refers to his ambitious foreign policy of ‘Weltpolitik’ to make Germany a global power by taking over other countries. The cartoon shows the French view that, in reality, the Kaiser will be defeated.

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 the Kaiser wanted to take over the world. The cartoon was produced in France so it is bound to be critical of the enemy during the First World War.

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

0	2
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How useful are **Sources B** and **C** to an historian studying the end of the First World War?

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, taken together the sources are useful because they show how leadership and American resources came together to defeat Germany and bring an end to the First World War. Furthermore, the sources show the role of government propaganda in managing public support was essential during the final years of the war.

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 because it shows the impact of America's entry into the First World War. This was a huge material and morale boost to the Allied war effort and compensated for the withdrawal of Russia and the collapse of the Eastern Front. Once the Allies had the support of American troops and equipment, they were able to break the stalemate on the Western Front and defeat Germany which brought an end to the war. The poster encourages the French public to believe that Germany can now be defeated after three years of fighting. Source C shows that the Prime Minister of Great Britain wants the country to understand why the British army will be commanded by a French general.

For example, Source C is useful to understand how significant it was that the Allies adopted a unified command structure in 1918. Lloyd George is trying to

protect morale by putting a positive spin on the decision. He is reassuring the British people that this means the war will be won. The Allies had to find a way to stop the very successful German offensive of March 1918. Source B shows that the Americans provided extra resources to the Allies in 1917. This helped the Allies to overcome Germany on the Western Front and brought an end to the war.

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 the American soldiers arrived in France in 1917. This made the Allies more powerful than the Germans and so it was easier to defeat them. Source C shows that the Prime Minister of Great Britain wants the country to understand why the British army will be commanded by Foch who was a French general. He says it will improve help them win battles.

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 shows that the American soldier is stronger than the German soldier. Source C says that the separate armies of the Allies should join together to fight.

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

0	3
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Write an account of how the Alliance System contributed to the spread of conflict in 1914.
[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 increased at different stages and /or showing understanding about how much each part of the sequence increased tension and led to a crisis.

For example, the contribution of the Alliance System to the spread of conflict in 1914 can be traced back to the range of alliances that began in the previous century. The combined effect was that Germany was completely encircled by potential enemies. The Kaiser made plans to ensure that his country was ready to fight on two fronts if needed. When the Serbian crisis developed in July 1914, Germany was able to enact its war plan against Russia and France.

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 increased at one stage in the process.

For example, the Alliance system contributed to the spread of conflict in 1914 because the terms of the Triple Alliance came into force over the issue of Serbia and quickly spread to involve many other countries by August 1914. When Germany supported Austria's attack on Serbia, Russia declared they would support Serbia.

Level 2: Simple analysis of causation/consequence **3–4**
Answer is presented in a structured account that demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic narrative of causation/consequence by showing a simple understanding of sequencing, supporting it with factual knowledge and understanding.

For example, the most powerful countries in Europe were grouped into opposing camps. Germany was in a Triple Alliance with Austria and Italy. Great Britain was in the Triple Entente with France and Russia.

Level 1: Basic analysis of causation/consequence **1–2**
Answer is presented as general statements which demonstrates basic knowledge and understanding that is relevant to the question

Students identify cause(s)/consequence(s) about the events such as the European powers had promised to support each other if a war broke out.

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

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
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'The leadership of the generals was the main reason for continued stalemate on the Western Front until the end of 1917.'

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.

Target	Explain and analyse historical events and periods studied using second-order concepts (AO2:8) Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)	
Level 4:	Complex explanation of stated factor and other factor(s) leading to a sustained judgement Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question 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 main reason for continued stalemate on the Western Front was that both sides had the technology to defend their front line but lacked the technology to break through the enemies' trenches. In the early years of the war the Generals did not understand the technology and so failed to use it effectively and stuck to old tactics.	13–16
Level 3:	Developed explanation of the stated factor and other factor(s) Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question 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.	9–12

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 Generals' leadership failed to achieve a breakthrough in key battles such as the Somme and Passchendaele and this was the main reason for the continued stalemate until 1917. However, despite the use of new tactics such as the 'creeping barrage', the enemy lines were not decisively broken and the war continued. The Generals continued to send men over the top in a war of attrition. Haig was nicknamed the 'Butcher of the Somme'.

For example, the use of heavy artillery was a reason why the stalemate continued on the Western Front until 1917. Large guns were used to fire shells at the enemy trenches prior to an assault. The objective was to make holes in the barbed wire so that attackers could run through. However, the shellfire just made the wire more tangled and slowed the attackers down which made a breakthrough less likely.

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, stalemate was caused by the race to the sea in 1914. At the start of the war both sides had tried to get around the enemy trenches by heading north towards the sea. The armies dug trenches as they advanced towards the English Channel and these became the front lines that remained in place throughout the war. Neither side could move forwards.

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 Generals did not change their plans. Men were sent over the top to the enemy trenches.

Students may offer basic explanations of other factor(s), for example, machine guns made it easy to defend a trench.

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

Spelling, punctuation and grammar

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