

INTERNATIONAL GCSE HISTORY

9245/1

Paper 1: International relations depth studies:
conflict and peace in the 20th century

Mark scheme

Specimen

Version: 1.1 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.

Section A

Peace-making and the League of Nations, c1919-1939

Question	Answer	Total marks												
1.1	Source A supports setting up the League of Nations. How do you know? Explain your answer using Source A and your own knowledge. <table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>2</td><td>3-4</td><td>Demonstrates developed analysis of the source based on its content and/ or provenance. Reasoning is directly linked to the issue in the question and is supported with relevant contextual knowledge.</td></tr><tr><td>1</td><td>1-2</td><td>Demonstrates simple analysis of the source based on its content and/or provenance Identifies relevant features of the source. Reasoning may be implicit or show simple knowledge</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table>	Level	Marks	Description	2	3-4	Demonstrates developed analysis of the source based on its content and/ or provenance. Reasoning is directly linked to the issue in the question and is supported with relevant contextual knowledge.	1	1-2	Demonstrates simple analysis of the source based on its content and/or provenance Identifies relevant features of the source. Reasoning may be implicit or show simple knowledge		0	No relevant content.	4 AO3 = 4
	Level	Marks	Description											
	2	3-4	Demonstrates developed analysis of the source based on its content and/ or provenance. Reasoning is directly linked to the issue in the question and is supported with relevant contextual knowledge.											
	1	1-2	Demonstrates simple analysis of the source based on its content and/or provenance Identifies relevant features of the source. Reasoning may be implicit or show simple knowledge											
		0	No relevant content.											
	Indicative content: Content - Wilson is enthusiastic about a League of Nations based on his tone and language. - Wilson refers to ‘immense’ insurance against war/‘unstoppable force’ for peace. Provenance - Argues that Wilson is using the speech to articulate this enthusiasm and persuade his audience which may have been isolationist or not convinced that discussion is better than war. Context - Wilson’s authorship of the Fourteen Points. - Wilson aware of USA’s attitude to isolationism. - The aftermath of the ‘Great War’ and Wilson realised the need for a new world order being discussed at Paris. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.													

Question	Answer	Total marks															
1.2	How is Source A different to Source B about the League of Nations? Explain one difference using the content of Sources A and B and your own knowledge. <table border="1" data-bbox="258 510 1331 1178"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>5-6</td><td>Demonstrates a developed comparison of the sources based on content and relevant knowledge. An inference about a difference is drawn and supported with evidence from the sources and relevant contextual knowledge.</td></tr> <tr> <td>2</td><td>3-4</td><td>Demonstrates a simple comparison of the sources based on content. A difference is identified and supported with evidence from the sources only.</td></tr> <tr> <td>1</td><td>1-2</td><td>Demonstrates a basic comprehension of the sources. Identifies relevant features of the sources or the topic.</td></tr> <tr> <td></td><td>0</td><td>No relevant content.</td></tr> </tbody> </table> Indicative content: Differences of content - Wilson is keen to have somewhere to discuss problems, maintain peace and avoid war in A, while the author of B thinks the League will break without the support of a Great Power because some countries only respond to force in B. - Inference that Wilson is idealistic and optimistic, while the B sounds hopeful while warning that the League will face challenges to its work in some parts of the world. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	Level	Marks	Description	3	5-6	Demonstrates a developed comparison of the sources based on content and relevant knowledge. An inference about a difference is drawn and supported with evidence from the sources and relevant contextual knowledge.	2	3-4	Demonstrates a simple comparison of the sources based on content. A difference is identified and supported with evidence from the sources only.	1	1-2	Demonstrates a basic comprehension of the sources. Identifies relevant features of the sources or the topic.		0	No relevant content.	6 AO3 = 6
Level	Marks	Description															
3	5-6	Demonstrates a developed comparison of the sources based on content and relevant knowledge. An inference about a difference is drawn and supported with evidence from the sources and relevant contextual knowledge.															
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1	1-2	Demonstrates a basic comprehension of the sources. Identifies relevant features of the sources or the topic.															
	0	No relevant content.															

Question	Answer	Total marks																		
1.3	Why is Source C useful to a historian studying the setting up of the League of Nations? Explain your answer using the content and provenance of Source C and your own knowledge. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>4</td><td>7-8</td><td> Demonstrates complex evaluation of the source based on content, provenance and relevant knowledge. Reasoning is directly linked to the issue in the question and is supported with relevant contextual knowledge, showing a substantiated judgement about utility. Extends Level 3. </td></tr> <tr> <td>3</td><td>5-6</td><td> Demonstrates developed evaluation of the source based on content and relevant knowledge or provenance and relevant knowledge. Shows some reasoning about utility which is directly linked to the issue in the question and supported with relevant contextual knowledge. </td></tr> <tr> <td>2</td><td>3-4</td><td> Demonstrates simple evaluation of the source based on content and/or provenance. Shows some simple reasoning about utility which may be implicit to the issue in the question or shows simple knowledge. </td></tr> <tr> <td>1</td><td>1-2</td><td> Demonstrates basic analysis of the source based on content and/or provenance. Identifies relevant features of the content and/or provenance, Reasoning, where attempted, is asserted. </td></tr> <tr> <td></td><td>0</td><td></td></tr> </tbody> </table> Indicative content: Content - The USA, represented by Uncle Sam, will not be the keystone in the bridge - USA is reluctant to join despite it being designed by President Wilson. - It suggests that without the USA the League will be significantly weaker. Provenance - The cartoonist is critical at USA's apparent indifference- seeking to warn readers of the dangers that the bridge might fall if the USA decides to remain apart – a key part of maintaining peace would be missing.	Level	Marks	Description	4	7-8	Demonstrates complex evaluation of the source based on content, provenance and relevant knowledge. Reasoning is directly linked to the issue in the question and is supported with relevant contextual knowledge, showing a substantiated judgement about utility. Extends Level 3.	3	5-6	Demonstrates developed evaluation of the source based on content and relevant knowledge or provenance and relevant knowledge. Shows some reasoning about utility which is directly linked to the issue in the question and supported with relevant contextual knowledge.	2	3-4	Demonstrates simple evaluation of the source based on content and/or provenance. Shows some simple reasoning about utility which may be implicit to the issue in the question or shows simple knowledge.	1	1-2	Demonstrates basic analysis of the source based on content and/or provenance. Identifies relevant features of the content and/or provenance, Reasoning, where attempted, is asserted.		0		8 AO3 = 8
Level	Marks	Description																		
4	7-8	Demonstrates complex evaluation of the source based on content, provenance and relevant knowledge. Reasoning is directly linked to the issue in the question and is supported with relevant contextual knowledge, showing a substantiated judgement about utility. Extends Level 3.																		
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1	1-2	Demonstrates basic analysis of the source based on content and/or provenance. Identifies relevant features of the content and/or provenance, Reasoning, where attempted, is asserted.																		
	0																			

	Context • USA's isolationism despite Wilson's insistence on a League in the Fourteen Points, and then Congress blocked US entry. • References the date - 1919 - when peace-making was taking place in Paris, but the absence of the US might weaken the League and its work to oversee the Treaty of Versailles, making the post war world less secure. • USA's absence would weaken sanctions, financial support. • Weaker moral strength without the world's most powerful country, with the extra burden falling on Britain and France. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	
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Question	Answer			Total marks
1.4	How do the Sources explain why the League of Nations found it difficult to maintain world peace?			12 AO3 = 12
	Explain your answer using the content of Sources A-E and your own knowledge.			
	Level	Marks	Description	
	4	10-12	Demonstrates complex analysis and evaluation of the sources. Uses well-selected evidence drawn from the content of a range of sources and relevant and specific contextual knowledge and understanding to support a line of reasoning. The response addresses more than one reason or argument why the League found it difficult to make world peace by making links between the sources. Extends Level 3.	
	3	7-9	Demonstrates developed analysis and evaluation of the sources. Uses evidence drawn from the content of a range of sources and relevant contextual knowledge and understanding to support a line of reasoning. The response addresses more than one reason or argument why the League found it difficult to make world peace.	
2	4-6	Demonstrates simple analysis and evaluation of the sources. Uses evidence drawn from the content of at least two sources and/or own knowledge to support a simple line of reasoning. The response addresses one or more reason(s)/argument(s) why the League found it difficult to make world peace. Reasoning may be implicitly linked to the issue in the question.		
1	1-3	Demonstrates basic analysis of the source(s). Identifies relevant features of at least one source, showing basic comprehension of the source(s) and/or understanding of the topic The response addresses one or more reason(s)/argument(s) why the League found it difficult to make world peace. Reasoning - where present - is general in nature or asserted.		

	0		No relevant content.	
			Indicative content: Use of content • A suggests that there is no guarantee of peace. • B suggests that without the support of a great power, the League's work would be more difficult as it might be ignored. • C suggests that the absence of the US robs the League of power. • D shows the League was more interested in saving its reputation rather than stand up to Japan. • E shows that Abyssinia ruined trust in collective security and it played little part in events or agreements before the outbreak of the Second World War. Links between sources • B and C indicate that the League needed a great power to enforce decisions and that the USA's absence was key. Even the President who devised the League recognised it could not be an absolute guarantor of peace (A). The irony was that America rejected the League which was conceived by its own President. • D and E show how, in the face of Japanese and Italian militarism, trust in the League was lost and the Covenant undermined. With the League relying on Britain and France, both countries undermined the Covenant by making private agreements outside the League in the lead up to World War two (E). Valid examples from the context relating to the League's membership, strengths and weaknesses, Locarno and crises in the 1930s. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	

Crises of the Cold War, 1960 – 1975

Question	Answer	Total marks												
2.1	Source F is critical of the United States. How do you know? Explain your answer using Source F and your own knowledge. <table border="1" data-bbox="260 555 1273 1077"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>2</td><td>3-4</td><td>Demonstrates developed analysis of the source based on its content and/ or provenance Reasoning is directly linked to the issue in the question and is supported with relevant contextual knowledge.</td></tr> <tr> <td>1</td><td>1-2</td><td>Demonstrates simple analysis of the source based on its content and/or provenance Identifies relevant features of the source. Reasoning may be implicit or show simple knowledge</td></tr> <tr> <td></td><td>0</td><td>No relevant content.</td></tr> </tbody> </table> Indicative content: Content • Tone and use of language is anti-American – he attacks the US for ‘aggressiveness’; they were ‘extremely dangerous’, a US invasion would be a ‘brutal act’ • Accuses America of preparing to launch an attack on Cuba Provenance • Castro’s intention is to persuade Khrushchev to take strong action in support of Cuba; suggests a nuclear first strike; aims to encourage a bold response from Khrushchev who might be fearful and worried about the stand-off with the USA Context • US blockade a continuing threat • Castro’s reliance on Soviet support to prevent another invasion given America had attempted it before at the Bay of Pigs. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	Level	Marks	Description	2	3-4	Demonstrates developed analysis of the source based on its content and/ or provenance Reasoning is directly linked to the issue in the question and is supported with relevant contextual knowledge.	1	1-2	Demonstrates simple analysis of the source based on its content and/or provenance Identifies relevant features of the source. Reasoning may be implicit or show simple knowledge		0	No relevant content.	4 AO3 = 4
Level	Marks	Description												
2	3-4	Demonstrates developed analysis of the source based on its content and/ or provenance Reasoning is directly linked to the issue in the question and is supported with relevant contextual knowledge.												
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	0	No relevant content.												

Question	Answer	Total marks															
2.2	How is Source F different to Source G about the Cuban Missile Crisis? Explain one difference using the content of Sources F and G and your own knowledge.	6 AO3 = 6															
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	1		1-2	Demonstrates a basic comprehension of the sources. Identifies relevant features of the sources or the topic.													
			0	No relevant content.													
Indicative content: • Castro's tone is aggressive and he is pressuring Khrushchev to eliminate the American threat. But Kennedy's tone is that of a peacemaker - he wished to resist military action and was fearful about the prospects of the deaths of future generations of children • Inference that in F, Castro is seeking a military solution and first strike, while Kennedy rejects the hard-line approach by showing an understanding that both he and Khrushchev were trying to avoid confrontation and were resisting pressure to take military action. • Castro's sights are set on destroying America – Kennedy on saving mankind.																	
Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.																	

Question	Answer			Total marks
2.3	Why is Source H useful to a historian studying the Cuban Missile Crisis? Explain your answer using the content and provenance of Source H and your own knowledge.			8 AO3 = 8
	Level	Marks	Description	
	4	7-8	Demonstrates complex evaluation of the source based on content, provenance and relevant knowledge. Reasoning is directly linked to the issue in the question and is supported with relevant contextual knowledge, showing a substantiated judgement about utility. Extends Level 3.	
	3	5-6	Demonstrates developed evaluation of the source based on content and relevant knowledge or provenance and relevant knowledge. Shows some reasoning about utility which is directly linked to the issue in the question and supported with relevant contextual knowledge.	
	2	3-4	Demonstrates simple evaluation of the source based on content and/or provenance. Shows some simple reasoning about utility which may be implicit to the issue in the question or shows simple knowledge.	
	1	1-2	Demonstrates basic analysis of the source based on content and/or provenance. Identifies relevant features of the content and/or provenance, Reasoning, where attempted, is asserted.	
		0		
	Indicative content:			
	Content			
	- Weapons which would destroy the world had almost been deployed and might escape from the box. Suggests that both Kennedy and Khrushchev are seen straining together and collaborating to keep a lid on the box - It suggests that both leaders appreciated how close they had been to nuclear war and they shared a wish to avoid confrontation again. Hence the reference to finding a lock.			
Provenance				
The cartoon is meant to gain support for Kennedy who is taking the lead in referring to ‘getting a lock’, ie avoiding nuclear war in the future.				

	- This American source might have been expected to be anti-Soviet, but the cartoonist was aiming to convince people that both men shared the same wish for a better way to avoid conflict. Context - Test Ban Treaty talks and the possibility of a telephone 'Hot line' in times of crisis. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	
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Question	Answer			Total marks
2.4	How do the Sources explain who was most responsible for preventing nuclear war in 1962? Explain your answer use the content of Sources F-J and your own knowledge.			12 AO3 = 12
	Level	Marks	Description	
	4	10-12	Demonstrates complex analysis and evaluation of the sources. Uses well-selected evidence drawn from the content of a range of sources and relevant and specific contextual knowledge and understanding to support a line of reasoning. The response addresses more than one reason or argument by making links between the sources. Extends Level 3.	
	3	7-9	Demonstrates developed analysis and evaluation of the sources. Uses evidence drawn from the content of a range of sources and relevant contextual knowledge and understanding to support a line of reasoning. The response addresses more than one reason or argument.	
	2	4-6	Demonstrates simple analysis and evaluation of the sources. Uses evidence drawn from the content of at least two sources and/or own knowledge to support a simple line of reasoning. The response addresses one or more reason(s)/argument(s). Reasoning may be implicitly linked to the issue in the question.	
	1	1-3	Demonstrates basic analysis of the source(s). Identifies relevant features of at least one source, showing basic comprehension of the source(s) and/or understanding of the topic. The response addresses one or more reason(s)/argument(s). Reasoning - where present - is general in nature or asserted.	
		0	No relevant content.	

	Indicative content: Content of the sources • Explains why F suggests either that Castro thinks that Khrushchev might weaken or explains the danger posed by Castro who was ready to confront the American threat. • G implies the President's motives were to save the world from disaster and he sympathised with Khrushchev who was under pressure from his generals • H suggest both leaders were pleased to seek a peaceful resolution • I shows the leaders involved in arm wrestling as both threatened global destruction. • J suggests Khrushchev wanted to solve the crisis and feared the prospect of US invasion of Cuba and/or an incident which might spark war – hence he ordered the missiles be withdrawn. Links between the sources explained • G and H focus on Kennedy's role in preventing nuclear war, with G implying it was triumph for Kennedy and H also suggests Kennedy taking the lead in seeking a long- term peace to avoid destruction. • In F Castro himself was a threat as he urges Khrushchev to take strong action. Students could link to J which recognises Khrushchev's fears which instigated withdrawal. • J explains that it was fear that the US military was pressing Kennedy to take a hard line/intelligence reports which forced Khrushchev's hand, linked to G which similarly acknowledges Khrushchev was under pressure from Soviet hard liners. • G and H could be linked to suggest that both men were not personally seeking a military confrontation, while Source I contrasts and suggests both leaders were involved in a game which threatened nuclear war. Valid examples drawn from the context of the Cuban missile crisis, Khrushchev and Kennedy's policies and decision making. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	
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Section B**The Origins of the First World War, c1890-1915**

Question	Answer	Total marks
3.1	Identify three features of ‘splendid isolation’. Award one mark for each relevant feature identified, up to a maximum of three marks. Indicative content: • British foreign policy up to 1902 was based on avoiding signing agreements and treaties with foreign powers. • Britain with its powerful navy and Empire could stand alone and not be drawn into European wars. • Splendid isolation was abandoned when Britain found itself challenged by German naval and industrial growth, and conflict with France and Germany during ‘The Scramble for Africa’. • The policy thought to have ended in 1902 with the signing of the Anglo-Japanese alliance. • The end of splendid isolation was confirmed by the Entente Cordiale with France in 1904. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	3 AO1 = 3

Question	Answer	Total marks															
3.2	Explain one way in which the Anglo-German naval race increased tensions in Europe. <table border="1" data-bbox="256 483 1267 1290"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>5-6</td><td> Demonstrates a developed explanation of cause/consequence. This is directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support the explanation. </td></tr> <tr> <td>2</td><td>3-4</td><td> Demonstrates a simple explanation of cause/consequence. This may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support the explanation. </td></tr> <tr> <td>1</td><td>1-2</td><td> Demonstrates a basic explanation of cause/consequence. This may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question. </td></tr> <tr> <td></td><td>0</td><td>No relevant content.</td></tr> </tbody> </table> Indicative content: • Britain had unrivalled sea power throughout the 19th century. Under Kaiser Wilhelm II, Germany deliberately challenged British supremacy over the seas, while also trying to develop an overseas Empire. • There was an arms race in which Britain sought to maintain the two power standard. Tensions grew as shipbuilding increased, including the development of dreadnoughts from 1906, in response to German ambitions and the threat to the colonies, trade routes and British shores. • Patriotic propaganda in both Germany and Britain led to mistrust based on the threat to national interests. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	Level	Marks	Description	3	5-6	Demonstrates a developed explanation of cause/consequence. This is directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support the explanation.	2	3-4	Demonstrates a simple explanation of cause/consequence. This may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support the explanation.	1	1-2	Demonstrates a basic explanation of cause/consequence. This may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.		0	No relevant content.	6 AO1 = 3 AO2 = 3
Level	Marks	Description															
3	5-6	Demonstrates a developed explanation of cause/consequence. This is directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support the explanation.															
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1	1-2	Demonstrates a basic explanation of cause/consequence. This may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.															
	0	No relevant content.															

Question	Answer			Total marks
3.3	Why was there a crisis over events in Morocco in 1905? Explain two reasons.			9 AO1 = 5 AO2 = 4
	Level	Marks	Description	
	3	7-9	Demonstrates a developed response relating to causes/ consequences. Explains two reasons, which are directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations.	
	2	4-6	Demonstrates a simple response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanations. Note: award Level 2 if response shows a combination of developed and simple explanations OR a single developed explanation only.	
	1	1-3	Demonstrates a basic response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be general in nature or asserted Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.	
		0	No relevant content.	
Indicative content: - The Kaiser's speech in Tangiers recognised the independence of the Sultan of Morocco, which aimed to challenge France's ambitions to expand its Empire into North Africa. Tensions rose as this continued the long-term Franco-German rivalry and resentment from the Franco-Prussian War and subsequent treaty which humiliated France. - The Kaiser was also seen to be threatening the Entente Cordiale, in which Britain had agreed that Morocco was a legitimate area of French influence. Britain was angry at this challenge, and the matter was resolved at the Algeciras Conference in 1906 which confirmed French control. - The Kaiser was seen to be defeated on the international stage, while Anglo-German relations deteriorated further. It led to military discussions between France and Britain about defending the English Channel, and to discussions with Russia which led to the Triple Entente. This increased tensions as Europe was now dividing into armed camps.				

	Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	
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Question	Answer			Total marks
3.4	‘The actions of Austria-Hungary were the main cause of the outbreak of war in Europe in 1914.’ How far do you agree with this statement? Explain your answer with reference to the actions of Austria-Hungary and at least one other cause.			12 AO1 = 4 AO2 = 8
	Level	Marks	Description	
	4	10-12	Demonstrates complex analysis of causes/ consequences. Explains the stated cause and at least one other cause, which are directly related to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning. Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement. Extends Level 3.	
	3	7-9	Demonstrates developed analysis of causes/consequences. Explains the stated cause and at least one other cause. These may be related to the issue in the question. Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning. Evaluation and judgement may show some simple reasoning. Note: award level 3 if response shows a combination of developed and simple explanations	
	2	4-6	Demonstrates simple analysis of cause(s)/ consequence(s). Explains the stated cause and/or other cause(s). These may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning. Evaluation and judgement may be asserted. Note: award level 2 if response shows a single developed explanation only	

1	1-3	Demonstrates basic analysis of cause/ consequence. Explains the stated cause and/or other cause(s) in a general or asserted way. Identifies some basic contextual knowledge that is relevant to the issue in the question, showing basic explanation(s) and reasoning	
	0	No relevant content.	
Indicative content: • Austria-Hungary's role, and the threats to attack Serbia following the Sarajevo assassination and determination to destroy Serbian nationalism to protect its national interests. This led to war against Russia. • Kaiser Wilhelm's 'blank cheque' to Austria-Hungary, offering unconditional support and emboldened Austria-Hungary. • Military planning by Schlieffen would lead to general European war against France and Russia. The invasion plans threatened Belgian neutrality and Britain defending its obligations under the Treaty of London. • France was keen to gain revenge on Germany for defeat in 1871 and military planning was based on this. • Armed camps – attacks on members of the Triple Alliance and Entente would widen the conflict. Tensions and mistrust had grown pre-1914 because of the arms race and colonial rivalries. • There was a lack of effective means to halt the military build-up by diplomacy. Once the Schlieffen Plan had been put into action it was impossible to stop the widening war. Britain's entry was guaranteed once Belgium invaded. • Evaluation and judgement could consider the relative impact and importance of different factors, such as Austria's ultimatum, the Kaiser's unconditional support, France's wish for revenge against the background of military planning and armed camps. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.			

Hitler's Foreign Policy and the origins of the Second World War, 1933-1941

Question	Answer	Total marks
4.1	Identify three features of 'lebensraum'. Award one mark for each relevant feature identified, up to a maximum of three marks. Indicative content: • Lebensraum was a key aim of Hitler's foreign policy. • It meant 'living space' for Germany; food and space for the expanding population. • It involved seizing land in central and eastern Europe, such as Poland and the USSR. • In Hitler's view, it was crucial for the Thousand Year Reich to prosper and grow. • Hitler also looked at it as securing land for the Aryan race. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	3 AO1 = 3

Question	Answer			Total marks
4.2	Explain one way in which German armed forces became involved in the Spanish Civil War.			6 AO1 = 3 AO2 = 3
	Level	Marks	Description	
	3	5-6	Demonstrates a developed explanation of cause/ consequence. This is directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support the explanation.	
	2	3-4	Demonstrates a simple explanation of cause/consequence. This may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support the explanation.	
	1	1-2	Demonstrates a basic explanation of cause/consequence. This may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.	
Indicative content: - Germany had many motives for becoming involved such as securing a friendly state on France’s southern border, cooperating with Mussolini and to gain a potential fascist ally - The Spanish Civil War offered opportunities for training for military personnel, testing weapons and new strategies, and pursuing Hitler’s militaristic agenda. - Military intervention included the Condor Legion, the bombing of Guernica, financial aid, weaponry, deployment of around 6000 troops at any one time and around 100 aircraft, Kriegsmarine operations. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.				

Question	Answer			Total marks
4.3	Why was Hitler able to carry out the union of Germany and Austria in 1938? Explain two reasons.			9 AO1 = 5 AO2 = 4
	Level	Marks	Description	
	3	7-9	Demonstrates a developed response relating to causes/ consequences. Explains two reasons, which are directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations.	
	2	4-6	Demonstrates a simple response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanations. Note: award Level 2 if response shows a combination of developed and simple explanations OR a single developed explanation only.	
	1	1-3	Demonstrates a basic response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be general in nature or asserted Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.	
	0	No relevant content.		
Indicative content:				
- The lack of opposition from Mussolini was an important reason for the union of Germany and Austria/ the <i>Anschluss</i> - The lack of support for the Chancellor of Austria (Karl Schuschnigg) from Britain and France, perhaps referencing appeasement, also made it possible. - Hitler threatened to instigate civil disorder inside Austria, which was a powerful motivator. - The activities of Austrian Nazis and the likelihood that many Austrians were in favour of union with Germany.				
Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.				

Question	Answer			Total marks
4.4	‘The policy of appeasement was the main cause of the outbreak of the Second World War in 1939.’ How far do you agree with this statement? Explain your answer with reference to the policy of appeasement and at least one other cause.			12 AO1 = 4 AO2 = 8
	Level	Marks	Description	
	4	10-12	Demonstrates complex analysis of causes/ consequences. Explains the stated cause and at least one other cause, which are directly related to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning. Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement. Extends Level 3.	
	3	7-9	Demonstrates developed analysis of causes/consequences. Explains the stated cause and at least one other cause. These may be related to the issue in the question. Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning. Evaluation and judgement may show some simple reasoning. Note: award level 3 if response shows a combination of developed and simple explanations	
2	4-6	Demonstrates simple analysis causes/ consequences. Explains the stated cause and/or other cause(s). These may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning. Evaluation and judgement may be asserted. Note: award level 2 if response shows a single developed explanation only		

1	1-3	Demonstrates basic analysis of cause/ consequence. Explains the stated cause and/or other cause(s) in a general or asserted way. Identifies some basic contextual knowledge that is relevant to the issue in the question, showing basic explanation(s) and reasoning
	0	No relevant content.

Indicative content:

- The policy of appeasement was an important reason because it revealed that Britain would give into Hitler's demands. Britain and France gave Hitler the confidence to expand by not stopping him earlier in the 1930s.
- Stalin mistrusted Britain and France following the abandonment of Czechoslovakia at Munich, which divided potential allies against Hitler.
- The Nazi-Soviet Pact enabled Hitler to invade Poland and not face a war on two fronts.
- Hitler's aims were an important reason. He aimed to create a Greater Germany which would dominate Europe, overturn the terms of the Treaty of Versailles and seek revenge on France.
- Hitler wanted to bring all German speakers in a new German Empire. German foreign policy included lebensraum in Eastern Europe.
- Germany started the war by invading Poland in September 1939.
- Evaluation and judgement could consider the relative impact of different factors, such as Hitler's aims could not be carried out without aggression, although appeasement encouraged Hitler and emboldened him.

Note:
This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.

The Origins and development of the Cold War, 1945-1960

Question	Answer	Total marks
5.1	Identify three features of Containment. Award one mark for each relevant feature identified, up to a maximum of three marks. Indicative content: • Containment was a part of US foreign policy. • It was designed to prevent the spread of communism. • It aimed to limit Soviet power. • Kennan's Long Telegram was an important document in the development of the policy of containment. • Containment consisted of both military aid and economic support. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	3 AO1 = 3

Question	Answer	Total marks															
5.2	Explain one way in which the Soviet Union responded to events in Hungary during 1956. <table border="1" data-bbox="260 483 1273 1290"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>5-6</td><td> Demonstrates a developed explanation of cause/consequence. This is directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support the explanation. </td></tr> <tr> <td>2</td><td>3-4</td><td> Demonstrates a simple explanation of cause/consequence. This may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support the explanation. </td></tr> <tr> <td>1</td><td>1-2</td><td> Demonstrates a basic explanation of cause/consequence. This may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question. </td></tr> <tr> <td></td><td>0</td><td>No relevant content.</td></tr> </tbody> </table> Indicative content: - The Soviet Union opposed Nagy's reforms as they were seen as a threat to Soviet control and its sphere of influence. - The demonstrations threatened Hungary's withdrawal from the Warsaw Pact, which would weaken Soviet power. - In November 1956, Soviet troops and tanks occupied Budapest. Hungarians fought back and thousands were killed. Estimates vary, though possibly c3000 Hungarians, c1000 Soviet troops were killed. - Tens of thousands were imprisoned, 300 were executed and hundreds of thousands fled abroad following the uprising. - Nagy was arrested and executed alongside other members of the government and the Soviet Union installed its preferred leader, Kadar. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	Level	Marks	Description	3	5-6	Demonstrates a developed explanation of cause/consequence. This is directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support the explanation.	2	3-4	Demonstrates a simple explanation of cause/consequence. This may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support the explanation.	1	1-2	Demonstrates a basic explanation of cause/consequence. This may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.		0	No relevant content.	6 AO1 = 3 AO2 = 3
Level	Marks	Description															
3	5-6	Demonstrates a developed explanation of cause/consequence. This is directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support the explanation.															
2	3-4	Demonstrates a simple explanation of cause/consequence. This may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support the explanation.															
1	1-2	Demonstrates a basic explanation of cause/consequence. This may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.															
	0	No relevant content.															

Question	Answer		Total marks	
5.3	Why did the UN and USA become involved in Korea? Explain two reasons.		9 AO1 = 5 AO2 = 4	
	Level	Marks		Description
	3	7-9		Demonstrates a developed response relating to causes/ consequences. Explains two reasons, which are directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations.
	2	4-6		Demonstrates a simple response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanations. Note: award Level 2 if response shows a combination of developed and simple explanations OR a single developed explanation only.
	1	1-3		Demonstrates a basic response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be general in nature or asserted Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.
	0	No relevant content.		
Indicative content: • The division of Korea in 1945 lead to Soviet (North) and US (South) spheres of influence in the country. • The communist North invaded the South in 1950 with the USSR and communist China’s support. • The USSR sought to make up for failing to force the withdrawal of the Western allies from Berlin. • The US policy of containment and the Truman Doctrine led to US support for the South. • UN Resolution to intervene. The USSR was absent from UN and unable to veto military action. • US led coalition landed in South; North Korean forces pushed back; Coalition aims expanded to include crossing the 38th parallel to deal with the communist threat in the North.				
Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.				

Question	Answer			Total marks
5.4	‘The main reason for the development of the Cold War in the years 1945-1949 was the Truman Doctrine.’ How far do you agree with this statement? Explain your answer with reference to the Truman Doctrine and at least one other reason.			12 AO1 = 4 AO2 = 8
	Level	Marks	Description	
	4	10-12	Demonstrates complex analysis of causes/ consequences. Explains the stated cause and at least one other cause, which are directly related to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning. Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement. Extends Level 3.	
	3	7-9	Demonstrates developed analysis of causes/consequences. Explains the stated cause and at least one other cause. These may be related to the issue in the question. Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning. Evaluation and judgement may show some simple reasoning. Note: award level 3 if response shows a combination of developed and simple explanations	
	2	4-6	Demonstrates simple analysis causes/ consequences. Explains the stated cause and/or other cause(s). These may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning. Evaluation and judgement may be asserted. Note: award level 2 if response shows a single developed explanation only	

1	1-3	Demonstrates basic analysis of cause/ consequence. Explains the stated cause and/or other cause(s) in a general or asserted way. Identifies some basic contextual knowledge that is relevant to the issue in the question, showing basic explanation(s) and reasoning		
	0	No relevant content.		
Indicative content: • The Truman Doctrine aimed to support free peoples attempting to resist communism. • President Truman's attitude was actively anti-Soviet. The doctrine applied initially in Greece and Turkey. • Soviet viewed as a growing threat as Red Army took over areas previously occupied by the Nazis in Eastern Europe. This 'Iron Curtain' bred mistrust and tensions. • Ideological differences were important, with reference to communism versus capitalism and Stalin's suspicions of the West. This suspicion was further deepened by the Yalta and Potsdam conferences and the US use and possession of an atomic bomb. • Tensions turned into confrontation, with reference to the Berlin Blockade and Airlift, the division of Germany into two states, the formation of NATO to meet the Soviet threat. This confirmed the first phase of the development of the Cold War by 1949. • Evaluation and judgement could consider the relative importance of different factors comparing the Truman Doctrine with ideological differences, Stalin's suspicion of the West, Soviet tactics in Eastern Europe and confrontation over Berlin. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate. Relevant technical terminology is used appropriately.				

Détente and the Collapse of Communism, 1969-1991

Question	Answer	Total marks
6.1	Identify three features of SALT I. Award one mark for each relevant feature identified, up to a maximum of three marks. Indicative content: • SALT stands for Strategic Arms Limitation Talks. • These talks aimed to limit anti-Ballistic systems. • Another aim was to reduce the total stocks of nuclear weapons. • SALT I was signed by Brezhnev and Nixon in 1972 • US and USSR were each limited to 100 missiles at a maximum of two sites. • It was also agreed that there would be no new weapons development for 5 years, and improved communications at times of crisis. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	3 AO1 = 3

Question	Answer			Total marks
6.2	Explain one way in which the United States responded to Soviet involvement in Afghanistan.			6 AO1 = 3 AO2 = 3
	Level	Marks	Description	
	3	5-6	Demonstrates a developed explanation of cause/ consequence. This is directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support the explanation.	
	2	3-4	Demonstrates a simple explanation of cause/consequence. This may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support the explanation.	
	1	1-2	Demonstrates a basic explanation of cause/consequence. This may be general in nature or asserted. Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.	
		0	No relevant content.	
Indicative content: • The US response included diplomatic pressure to force Soviet withdrawal from Afghanistan. For example, the US boycotted the 1980 Olympic games in Moscow. • There were also economic sanctions and embargo on technology exports to USSR • The Unites States offered support for the Mujahideen who were fighting the Soviets in Afghanistan. This support included weapons, financial aid, and training.				
Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.				

Question	Answer			Total marks
6.3	Why was the Reykjavik Summit (1986) important in reducing tensions between the superpowers?			9 AO1 = 5 AO2 = 4
	Explain two reasons.			
	Level	Marks	Description	
	3	7-9	Demonstrates a developed response relating to causes/ consequences. Explains two reasons, which are directly linked to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations.	
	2	4-6	Demonstrates a simple response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanations. Note: award Level 2 if response shows a combination of developed and simple explanations OR a single developed explanation only.	
	1	1-3	Demonstrates a basic response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be general in nature or asserted Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.	
	0	No relevant content.		
Indicative content:				
- Reykjavik had symbolic importance. It was a summit between Gorbachev and Reagan to reduce Cold War tensions following tensions in the early 1980s. - At they summit, they discussed nuclear disarmament and human rights issues such as the plight of the Jewish population within the Soviet Union. Concessions were agreed, ad they spoke of the elimination of the threat of nuclear war. Significant step towards the end of the Cold War - The summit broke up when Reagan refused to abandon Strategic Defence Initiative (SDI). - it led to specific agreements later and heralded a breakthrough. Eg in 1987 Intermediate Range nuclear forces Treaty and START. Gorbachev agreed to on-site inspections.				
Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.				

Question	Answer			Total marks
6.4	‘The Solidarity movement in Poland was the main reason why Soviet control in Eastern Europe collapsed.’ How far do you agree with this statement? Explain your answer with reference to the Solidarity movement in Poland and at least one other reason.			12 AO1 = 4 AO2 = 8
	Level	Marks	Description	
	4	10-12	Demonstrates complex analysis of causes/ consequences. Explains the stated reason and at least one other reason, which are directly related to the issue in the question. Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning. Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement. Extends Level 3.	
	3	7-9	Demonstrates developed analysis of causes/consequences. Explains the stated reason and at least one other reason. These may be related to the issue in the question. Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning. Evaluation and judgement may show some simple reasoning. Note: award level 3 if response shows a combination of developed and simple explanations	
	2	4-6	Demonstrates simple analysis causes/ consequences. Explains the stated reason and/or other reason(s). These may be descriptive or implicitly linked to the issue in the question. Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning. Evaluation and judgement may be asserted. Note: award level 2 if response shows a single developed explanation only	

1	1-3	Demonstrates basic analysis of cause/ consequence. Explains the stated reason and/or other reason(s) in a general or asserted way. Identifies some basic contextual knowledge that is relevant to the issue in the question, showing basic explanation(s) and reasoning
	0	No relevant content.

Indicative content:

- Solidarity set a precedent for the peoples of communist Eastern Europe, encouraging reform and challenge to Soviet hard liners. It therefore gained support in the West.
- The popular strength of Solidarity and its use of non-violent methods led to success. The support of Roman Catholic Church and mass membership meant success in acquiring new freedoms and improvements in living standards.
- Other reasons could include changes in the economy of the Soviet Union was weakening and cuts in defence spending.
- Gorbachev reforms were also a reason. For example, he introduced *perestroika* and *glasnost* which ended up contributing to the decline of the Soviet Union.
- Responses could also focus on importance of the end of the Brezhnev Doctrine, and the impact of Soviet forces' problems in Afghanistan
- Evaluation and judgement may consider the relative importance of different factors comparing the impact of Solidarity with Gorbachev's policies, the problems facing the Red Army and Soviet economy.

Note:
This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.