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GCSE

**HISTORY**

**8145/1B/A**

Paper 1B/A: Conflict and tension, the First World War, 1894–1918

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**Mark scheme**

Specimen Material

Version E1

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 Assessment Writer.

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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

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

|   |   |
|---|---|
| 0 | 1 |
|---|---|

**Source A** opposes Kaiser Wilhelm II. 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 individual interpretations (AO4a)**  
**Analyse how interpretations of a key feature of a period differ (AO4b)**

**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, how the impression was created by referencing the militarism and love of war implied by the Kaiser's helmet. Aggression is inferred as he reaches out for the whole of Europe. The date would suggest this is just after the unprovoked attacks on Belgium, France and in the east, so it's going to be critical of Germany.

**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, in the cartoon the Kaiser is trying to seize Europe; it's poking fun because he's in the bath tub; it is British wartime propaganda so it's bound to be anti-German.

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

**0**

|   |   |
|---|---|
| 0 | 2 |
|---|---|

How useful are **Sources B** and **C** to an historian studying opinions in Austria about Serbia?

Explain your answer using **Sources B** and **C** 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)**  
**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, this may relate to the way that taken together the sources are useful because they reflect similar attitudes in very different parts of Austrian society related to the need/opportunity to crush Serbian nationalism, but they also have limitations arising from their provenance. Both were from the immediate aftermath of the assassination when emotions were highly charged. In assessing utility students may observe that Source C has particular value because it provides additional insight into the motivations of government that Source B lacks.

**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. They may focus on the specific aspects of the sources individually and explain how they might reflect popular contemporary Austrian anti-Serbian attitudes.

For example, Serbs were widely regarded as terrorists and that Austria could easily crush the threat (Source B). Or that in government circles the Serbs were seen as a threat to the very survival of the Austrian Empire and also that the government was not optimistic that it could meet this challenge (Source C).

**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, the postcard (Source B) is useful because it suggests that Austrians perceived Serbians to be terrorists.

Hotzendorf (Source C) is useful because he is a key decision maker and sees the assassination of Franz Ferdinand as the last chance to defeat Serbia.

**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, Hotzendorf is suggesting that this is Austria-Hungary's last chance to act; the message of the cartoon that Serbia had to be crushed.

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

**0 3**

Write an account of how events in Morocco became an international crisis in 1905 and 1906.

**[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:**      **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**      **7–8**

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, analysis of the different consequences of the Kaiser’s speech which promised support for the Sultan of Morocco. This was seen as a deliberate challenge to France’s plan to control Morocco, which had been agreed by Britain according to the terms of the Entente Cordiale. The crisis escalated as the powers reacted to events – France and Britain were angry at the Kaiser’s interference, and, in 1906 challenged him at the Algeiras Conference. At the conference the Kaiser was forced to back down. He felt humiliated, isolated and bitter because of a perceived threat from the strengthening Entente Cordiale.



**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, one consequence of the Kaiser’s speech, which promised support for the Sultan of Morocco, was the crisis which it precipitated. It provoked an angry reaction from Britain and France because it was seen as a deliberate attempt to interfere with France’s influence in Morocco. As it had been agreed under the terms of the Entente Cordiale that Morocco should be in France’s sphere of influence, Britain and France decided to challenge the Kaiser’s provocative behaviour and force him to back down at an international conference.

**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 Kaiser was behind the crisis after making a speech which promised to support the Sultan of Morocco. This German interference in Moroccan affairs angered France.

**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 Kaiser interfered in Morocco so this angered other countries in Europe.

**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**

'The war at sea was the main reason for Germany's defeat in the First World War.'

How far do you agree with this statement?

Explain your answer.

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

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

|                 |  |              |
|-----------------|--|--------------|
| <b>Target</b>   | <b>Explain and analyse historical events and periods studied using second-order concepts (AO2:8)</b><br><b>Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:8)</b>   |              |
| <b>Level 4:</b> | <b>Complex explanation of stated factor and other factor(s) leading to a sustained judgement</b><br><b>Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question</b><br>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.<br><br>Extends Level 3.<br><br>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.<br><br>This might be related, for example, to the way reasons interacted such as the convoys defeated U-boats which made the Germans sufficiently desperate to sink US ships, provoking the US entry into the war and ensuring an eventual Allied victory whilst the Allied blockade led to shortages in Germany and the collapse of morale. | <b>13–16</b> |



**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 war at sea was the reason why Germany lost the war because Britain placed a naval blockade on Germany.

Students may offer basic explanations of other factor(s), for example, Germany lost because the USA joined the war, making the allies more powerful.

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

### Spelling, punctuation and grammar

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