

Mark Scheme (Results)

Summer 2013

GCSE History A (5HA01/01)

Unit 1: Peace and War:

International Relations, 1900-91

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.

## Unit 1: Peace and War: International Relations 1900-91

### Section 1: Why did war break out? International rivalry, 1900-14

Question Number		
<b>1 (a)</b>		Describe <b>one</b> reason why there was a crisis over Bosnia in 1908. Target: Causation/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1</b>	<b>Simple statement(s).</b> e.g. <i>Austria-Hungary annexed Bosnia.</i> <i>Russia objected to the annexation.</i>
<b>2</b>	<b>2</b>	<b>Developed statement.</b> (A developed statement is a simple statement with additional supporting material or explanation.) e.g. <i>Austria-Hungary formally annexed Bosnia and Russia considered war because of this action.</i>

Question Number		
<b>1 (b) (i)</b>		Describe the key features of the results of the Balkan Wars, 1912–13. Target: Key features/ recall of knowledge (A01/A02)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<b>Simple statement(s).</b> One mark per point per simple statement. <ul style="list-style-type: none"><li>• 1 mark for one simple statement.</li><li>• 2 marks for two simple statements.</li><li>• 3 marks for three or more simple statements.</li></ul> e.g. <i>Turkey lost most of its land in Europe.</i> <i>Bulgaria lost land after the first war.</i>
<b>2</b>	<b>4-6</b>	<b>Developed statement.</b> (a developed statement is a simple statement supported by factual detail.) <ul style="list-style-type: none"><li>• 4-5 marks for one developed statement, according to degree of support.</li><li>• 5-6 marks for two developed statements.</li></ul> e.g. <i>Serbia now emerged as the most powerful nation in the Balkans and saw itself as a regional leader. But this only served to increase rivalry with Austria-Hungary and the possibility of war between the two grew.</i>

Question Number		
<b>1 (b) (ii)</b>		Describe the key events which led to war after the assassination at Sarajevo in June 1914.  Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Simple statement(s).</b> One mark per point per simple statement.</p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul> <p>e.g. <i>Austria-Hungary sent Serbia an ultimatum.</i> <i>Serbia rejected the ultimatum.</i></p>
<b>2</b>	<b>4-6</b>	<p><b>Developed statement.</b> (a developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> <li>• 4-5 marks for one developed statement, according to degree of support.</li> <li>• 5-6 marks for two developed statements.</li> </ul> <p>e.g. <i>Austria-Hungary sent Serbia an ultimatum following the assassination of Franz Ferdinand. It made impossible demands which were rejected by Serbia. This rejection then gave Austria-Hungary the opportunity to declare war on Serbia.</i></p>

Question Number		
<b>1(c)</b>		<p>Explain why relations between Britain and Germany worsened in the years 1900–11.</p> <p>Target: Causation/recall of knowledge (A01/AO2)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Simple or generalised statements of causation.</b></p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>e.g. <i>There was a naval race between the two countries.</i> <i>The two Moroccan crises caused tension to rise.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul>
<b>2</b>	<b>4-9</b>	<p><b>Explains why causes led to war</b></p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p>e.g. <i>The arms race was a constant cause of problems during this period. Germany passed the Naval Laws and began to build large numbers of battleships to challenge Britain's naval supremacy. Britain responded by building its own new class of Dreadnoughts which were the fastest and most heavily armed ships in the world. This caused relations to worsen.</i></p> <ul style="list-style-type: none"> <li>• 4-5 marks for one developed argument.</li> <li>• 6-7 marks for two developed arguments.</li> <li>• 8-9 marks for three developed arguments or more.</li> </ul>
<b>3</b>	<b>10-12</b>	<p><b>Explains how factors are interlinked or prioritises factors</b></p> <p>As Level 2 plus</p> <p><i>The arms race was perhaps the most important event because it threatened war and the people and some politicians of both countries began to expect war. However, when other crises such as in Morocco (1905) and again in 1911 occurred, the tension that already existed worsened. A crisis on its own could be solved but underneath it the arms race kept poor relations simmering.</i></p> <ul style="list-style-type: none"> <li>• 10-11 marks for linking OR prioritising factors.</li> <li>• 11-12 marks linking AND prioritising factors.</li> </ul>

## Section 2: The peace settlement, 1918-28

Question Number		
<b>2 (a)</b>		Describe <b>one</b> decision which was made about Germany's territory in the Treaty of Versailles.  Target: Key features/ recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1</b>	<b>Simple statement(s).</b>  e.g. <i>All colonies were surrendered.</i> <i>The Rhineland was to be occupied.</i>
<b>2</b>	<b>2</b>	<b>Developed statement</b> (A developed statement is a simple statement with additional supporting material or explanation.)  e.g. <i>In order to reduce its strength, parts of Germany were taken by the Allies such as its colonies or occupied such as the Rhineland.</i>

Question Number		
<b>2 (b) (i)</b>		Describe the key features of the military terms of the Treaty of Versailles.  Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<b>Simple statement(s).</b> One mark per point per simple statement.  <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul> e.g. <i>German army limited to a 100,000 soldiers.</i> <i>No heavy artillery.</i>
<b>2</b>	<b>4-6</b>	<b>Developed statement.</b> (a developed statement is a simple statement supported by factual detail.)  <ul style="list-style-type: none"> <li>• 4-5 marks for one developed statement, according to degree of support.</li> <li>• 5-6 marks for two developed statements.</li> </ul> e.g. <i>To prevent future aggression, the German army was limited to 100,000 men and there could be no conscription which restricted the nature of the force.</i>

Question Number		
<b>2 (b) (ii)</b>		Describe the key features of the work of the Permanent Court of Justice and the International Labour Organisation (ILO).  Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Simple statement(s).</b> One mark per point per simple statement.</p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul> <p>e.g. <i>ILO aimed to improve working conditions.</i> <i>PCJ was set up to settle disputes.</i> <i>Accept PCJ/ICJ</i></p>
<b>2</b>	<b>4-6</b>	<p><b>Developed statement.</b> (a developed statement is a simple statement supported by factual detail.)</p> <p><i>Accept PCJ/ICJ</i></p> <ul style="list-style-type: none"> <li>• 4-5 marks for one developed statement, according to degree of support.</li> <li>• 5-6 marks for two developed statements.</li> </ul> <p>e.g. <i>The International Labour Organization (ILO) was concerned primarily with working conditions and social welfare. The ILO persuaded many countries to adopt an 8 hour working day and a 48 hour working week. ILO also encouraged members to provide such things as old age pensions and sickness and injury benefits for their citizens.</i></p>

Question Number		
<b>2 (c)</b>		<p>Explain why international relations with Germany improved in the years 1924–28.</p> <p>Target: Causation/recall of knowledge (A01/AO2)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Simple or generalised statements of causation.</b></p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>e.g. <i>Germany joined the League.</i> <i>Germany signed the Kellogg-Briand Pact.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul>
<b>2</b>	<b>4-9</b>	<p><b>Explains why causes led to changes</b></p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p>e.g. <i>Following the Locarno Conference, Germany was allowed to join the League of Nations. This was a sign that it was now able to be accepted as an equal partner in world affairs and that relations were improving. Germany was not a threat.</i></p> <ul style="list-style-type: none"> <li>• 4-5 marks for one developed argument.</li> <li>• 6-7 marks for two developed arguments.</li> <li>• 8-9 marks for three developed arguments or more.</li> </ul>
<b>3</b>	<b>10-12</b>	<p><b>Explains how factors are interlinked or prioritises factors</b></p> <p>As Level 2 plus</p> <p><i>The Locarno Conference was the most important reason that relations improved. However, the Dawes Plan in 1924 enabled Germany to solve its economic problems and restore stability. Without this Germany would not have been invited to Locarno but Locarno tried to sort out the border issues and did allow Germany into the League. Locarno was a clear sign that Germany could be trusted and thus is the most important reason for improvements.</i></p> <ul style="list-style-type: none"> <li>• 10-11 marks for linking OR prioritising factors.</li> <li>• 11-12 marks linking AND prioritising factors.</li> </ul>

### Section 3: Why did war break out? International relations, 1929-39

Question Number		
<b>3 (a)</b>		Describe <b>one</b> reason why Italy invaded Abyssinia in 1935. Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1</b>	<b>Simple statement(s).</b>  e.g. <i>Italy wanted more land.</i> <i>To build up its African Empire.</i>
<b>2</b>	<b>2</b>	<b>Developed statement</b> (A developed statement is a simple statement with additional supporting material or explanation.)  e.g. <i>Mussolini decided on the invasion of Abyssinia to join the Italian possessions of Eritrea and Somaliland. Furthermore, it would allow him the chance to avenge for the defeat inflicted on the Italians by Abyssinia in 1896.</i>

Question Number		
<b>3 (b) (i)</b>		Describe the key features of Britain's agreements with Poland in 1939. Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<b>Simple statement(s).</b> One mark per point per simple statement.  <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul> e.g. <i>In March 1939, Britain promised to help Poland.</i> <i>A second promise of help was given in August 1939.</i>
<b>2</b>	<b>4-6</b>	<b>Developed statement.</b> (a developed statement is a simple statement supported by factual detail.)  <ul style="list-style-type: none"> <li>• 4-5 marks for one developed statement, according to degree of support.</li> <li>• 5-6 marks for two developed statements.</li> </ul> e.g. <i>On 31 March 1939, Britain made a Treaty of Guarantee with Poland. It stated that in the event of any action which clearly threatened Polish independence and which the Polish government considered it vital to resist with their national forces, the British government would feel themselves bound at once to lend the Polish government support.</i>

Question Number		
<b>3 (b) (ii)</b>		Describe the key features of the Nazi–Soviet Pact, 1939. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Simple statement(s).</b> One mark per point per simple statement.</p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul> <p>e.g. <i>The Nazi-Soviet Pact was a non-aggression pact between the two countries.</i></p>
<b>2</b>	<b>4-6</b>	<p><b>Developed statement.</b> (a developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> <li>• 4-5 marks for one developed statement, according to degree of support.</li> <li>• 5-6 marks for two developed statements.</li> </ul> <p>e.g. <i>The Soviet Union agreed not to interfere when Germany attacked Poland and also would allow Hitler a free hand in western Europe. In return, Germany would allow the Soviet Union to occupy eastern Poland and would not interfere if Stalin occupied the Baltic States and Finland.</i></p>

Question Number		
<b>3(c)</b>		<p>Explain why Hitler was able to challenge the Versailles settlement in the years 1935–38.</p> <p>Target: Causation/recall of knowledge (A01/AO2)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Simple or generalised statements of causation.</b></p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>e.g. <i>The League of Nations was weak.</i> <i>Britain followed a policy of appeasement.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul>
<b>2</b>	<b>4-9</b>	<p><b>Explains why causes led to changes</b></p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p>e.g. <i>Hitler was able to challenge the settlement in 1936 by re-occupying the Rhineland. At this time the British and French, as well as the League, were very busy with the crisis in Abyssinia and so did not see the urgency of Hitler's action. In addition, some politicians said it was German land so there was no problem.</i></p> <ul style="list-style-type: none"> <li>• 4-5 marks for one developed argument.</li> <li>• 6-7 marks for two developed arguments.</li> <li>• 8-9 marks for three developed arguments or more.</li> </ul>
<b>3</b>	<b>10-12</b>	<p><b>Explains how factors are interlinked or prioritises factors</b></p> <p>As Level 2 plus</p> <p><i>Britain's policy was the most important reason to explain why Hitler was able to challenge the settlement. Britain had no wish to go to war and saw that the treaty had been severe on Germany and that if Hitler's demands were met then the problems with the settlement would be solved. However, once Hitler had gained confidence as in 1936, he felt he could erode the settlement and with allies like Italy and Japan he was difficult to stop.</i></p> <ul style="list-style-type: none"> <li>• 10-11 marks for linking OR prioritising factors.</li> <li>• 11-12 marks linking AND prioritising factors.</li> </ul>

## Section 4: How did the Cold War develop? 1943-56

Question Number		
<b>4 (a)</b>		Describe <b>one</b> reason why the Soviet Union blockaded Berlin in 1948.  Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1</b>	<b>Simple statement(s)</b>  e.g. <i>Stalin was angry about the formation of Bizonia.</i> <i>Stalin was angry about the new currency.</i>
<b>2</b>	<b>2</b>	<b>Developed statements</b> (A developed statement is a simple statement with additional supporting material or explanation.)  e.g. <i>Stalin believed that the formation of Bizonia broke the Potsdam agreements and he wanted to stop further changes.</i>

Question Number		
<b>4 (b) (i)</b>		Describe the key features of the Yalta Conference, 1945.  Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<b>Simple statement(s).</b> One mark per point per simple statement.  <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul> e.g. <i>The Allies agreed to divide Germany into four zones'</i> <i>Berlin would also be divided into four sectors.</i> <i>Poland would be given land which would be taken from Germany.</i>
<b>2</b>	<b>4-6</b>	<b>Developed statement.</b> (a developed statement is a simple statement supported by factual detail.)  <ul style="list-style-type: none"> <li>• 4-5 marks for one developed statement, according to degree of support.</li> <li>• 5-6 marks for two developed statements.</li> </ul> e.g. <i>Poland would be given land in the west, which would be taken from Germany and would lose land to the USSR. Stalin agreed that some members of the Polish government in exile (the London Poles) would be allowed to join the Polish government that he had set up (the Lublin Poles). Free elections would be held.</i>

Question Number		
<b>4 (b) (ii)</b>		Describe the key features of the Allied response to Soviet control of Eastern Europe in the years 1945–47.  Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Simple statement(s).</b> One mark per point per simple statement.</p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul> <p>e.g. <i>The Truman Doctrine was announced by the USA.</i> <i>The USA sent financial aid with the Marshall Plan.</i></p>
<b>2</b>	<b>4-6</b>	<p><b>Developed statement.</b> (a developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> <li>• 4-5 marks for one developed statement, according to degree of support.</li> <li>• 5-6 marks for two developed statements.</li> </ul> <p>e.g. <i>The Truman Doctrine was announced by Harry Truman, the president of the USA, in March 1947. He offered to help any country that was being threatened either from within or from without its own borders. He did not name any country, nor did he specify what sort of aid would be given but it was clearly against the Soviet Union and its control of Eastern Europe.</i></p>

Question Number		
<b>4 (c)</b>		<p>Explain why Soviet control of Hungary caused an uprising in 1956.</p> <p>Target: Causation/recall of knowledge (A01/AO2)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Simple or generalised statements of causation.</b></p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>e.g. <i>The use of the Russian language in their own country caused hatred.</i>  <i>Popular leaders were imprisoned on the orders of the Soviet Union.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul>
	<b>4-9</b>	<p><b>Explains why causes led to changes</b></p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p>e.g. <i>The Hungarians disliked the communist agricultural policies and the withdrawal of basic human freedoms which were imposed on them by the Soviet Union. Moreover, Hungarians disliked having to pay for Soviet troops being stationed in Hungary and the biggest insult of all - the use of the Russian language in their own country.</i></p> <ul style="list-style-type: none"> <li>• 4-5 marks for one developed argument.</li> <li>• 6-7 marks for two developed arguments.</li> <li>• 8-9 marks for three developed arguments or more.</li> </ul>
<b>3</b>	<b>10-12</b>	<p><b>Explains how factors are interlinked or prioritises factors</b></p> <p>As Level 2 plus</p> <p><i>The imposition of a communist government by the Soviet Union was the most important reason why there was an uprising. Everything stems from this –the severe economic policies were not challenged, the part played by Cominform and Comecon. All these served to anger many Hungarians and when a leader like Nagy appeared at the time of de-Stalinisation, then an uprising was possible.</i></p> <ul style="list-style-type: none"> <li>• 10-11 marks for linking OR prioritising factors.</li> <li>• 11-12 marks linking AND prioritising factors.</li> </ul>

## Section 5: Three Cold War crises: Berlin, Cuba and Czechoslovakia, c1957-69

Question Number		
<b>5 (a)</b>		Describe <b>one</b> reason why Soviet and Warsaw Pact forces invaded Czechoslovakia in 1968.  Target: Causation/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1</b>	<b>Simple statement(s)</b> e.g. <i>Fear that liberal ideas might spread from Czechoslovakia.</i> <i>Concern that Czechoslovakia was growing closer to West Germany.</i>
<b>2</b>	<b>2</b>	<b>Developed statements</b> (A developed statement is a simple statement with additional supporting material or explanation.)  e.g. <i>There was concern that Czechoslovakia growing closer to West Germany and this might mean the Czech economy would no longer be dominated the Soviet Union.</i>

Question Number		
<b>5 (b) (i)</b>		Describe the key features of the building of the Berlin Wall in 1961.  Target: Key features /recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<b>Simple statement(s).</b> One mark per point per simple statement.  <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul> e.g. <i>The Wall was built to stop refugees fleeing to the West.</i> <i>Many Berliners were caught on the wrong side of the Wall and were cut off from their families.</i>
<b>2</b>	<b>4-6</b>	<b>Developed statement.</b> (a developed statement is a simple statement supported by factual detail.)  <ul style="list-style-type: none"> <li>• 4-5 marks for one developed statement, according to degree of support.</li> <li>• 5-6 marks for two developed statements.</li> </ul> e.g. <i>The construction of the Berlin Wall started in August 1961 when access routes were blocked by barbed wire. Two days later, the first concrete blocks were put in place and the barrier separating the two parts of the city was constructed in earnest. The Wall effectively sealed off the best escape route open to disenchanted East Germans, thus halting the mass movement of people to the West.</i>

Question Number		
<b>5 (b) (ii)</b>		Describe the key features of the international reaction to the Soviet invasion of Czechoslovakia in 1968.  Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Simple statement(s).</b> One mark per point per simple statement.</p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul> <p>e.g. <i>USA condemned the invasion but did nothing.</i> <i>Some communist parties outraged by the Soviet invasion.</i></p>
<b>2</b>	<b>4-6</b>	<p><b>Developed statement.</b> (a developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> <li>• 4-5 marks for one developed statement, according to degree of support.</li> <li>• 5-6 marks for two developed statements.</li> </ul> <p>e.g. <i>Yugoslavia and Romania distanced themselves from the Soviet Union and criticised the invasion. They went onto make alliances with China. This divided the Communist world.</i></p>

Question Number		
<b>5 (c)</b>		<p>Explain why Cuba was a flashpoint in the Cold War in the years 1961–62.</p> <p>Target: Causation/recall of knowledge (A01/AO2)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Simple or generalised statements of causation.</b></p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>e.g. <i>The Soviet Union placed missile bases on Cuba.</i>  <i>The USA quarantined Cuba to stop weapons reaching it.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul>
<b>2</b>	<b>4-9</b>	<p><b>Explains why causes led to changes</b></p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p>e.g. <i>In December 1961, Castro announced that he was a communist. There was now a communist country within 90 miles of American soil. The USSR began to offer more and more aid to Cuba. On 14 October 1962, a US spy plane took photographs which showed Soviet missile bases being built on Cuba. This meant that all US missile defence systems were now useless.</i></p> <ul style="list-style-type: none"> <li>• 4-5 marks for one developed argument.</li> <li>• 6-7 marks for two developed arguments.</li> <li>• 8-9 marks for three developed arguments or more.</li> </ul>
<b>3</b>	<b>10-12</b>	<p><b>Explains how factors are interlinked or prioritises factors</b></p> <p>As Level 2 plus</p> <p><i>Perhaps the most important reason was the fact that Castro got economic help from the Soviet Union. This led to the placing of missiles on the island and caused the links between the two countries to grow. But the Bay of Pigs also forced Castro's hand –he said he was a communist and he needed countries to buy Cuban sugar. The reasons are inter-linked but Castro's move towards the Soviet Union is crucial.</i></p> <ul style="list-style-type: none"> <li>• 10-11 marks for linking OR prioritising factors.</li> <li>• 11-12 marks linking AND prioritising factors.</li> </ul>

## Section 6: Why did the Cold War end? The invasion of Afghanistan (1979) to the collapse of the Soviet Union (1991)

Question Number		
<b>6 (a)</b>		Describe <b>one</b> reason why the Soviet Union boycotted the Los Angeles Olympic Games in 1984.  Target: Key features/ recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1</b>	<b>Simple statement(s)</b>  e.g. <i>The USA had boycotted the Moscow Games in 1980.</i>
<b>2</b>	<b>2</b>	<b>Developed statements</b> (A developed statement is a simple statement with additional supporting material or explanation.)  e.g. <i>This was in retaliation for the 1980 boycott and the Soviet Union wanted to damage the USA in the eyes of the world.</i>

Question Number		
<b>6 (b) (i)</b>		Describe the key features of relations between the USA and the Soviet Union in the years 1972–75.  Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<b>Simple statement(s).</b> One mark per point per simple statement.  <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul> e.g. <i>Relations improved because agreements on arms limitation were signed.</i> <i>Relations improved because agreements were reached about human rights at Helsinki.</i>
<b>2</b>	<b>4-6</b>	<b>Developed statement.</b> (a developed statement is a simple statement supported by factual detail.)  <ul style="list-style-type: none"> <li>• 4-5 marks for one developed statement, according to degree of support.</li> <li>• 5-6 marks for two developed statements.</li> </ul> e.g. Helsinki was a high point of improved relations with the USA and Soviet Union when agreements were reached about human rights, security and co-operation. The Soviet Union recognised the frontiers of Europe and accepted the existence of West Germany. This seemed to relax relations with the USA and was a key feature of détente.

Question Number		
<b>6 (b) (ii)</b>		Describe the key features of the Strategic Defence Initiative (SDI), 1983.  Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Simple statement(s).</b> One mark per point per simple statement.</p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul> <p>e.g. <i>This was the weapons system named after the film Star Wars.</i> <i>This broke the Outer Space Treaty of 1967.</i></p>
<b>2</b>	<b>4-6</b>	<p><b>Developed statement.</b> (a developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> <li>• 4-5 marks for one developed statement, according to degree of support.</li> <li>• 5-6 marks for two developed statements.</li> </ul> <p>e.g. <i>In 1983 Reagan announced 'Star Wars', the Strategic Defence Initiative. This was a plan to shoot down Soviet missiles using lasers in space. It was a plan for a ground and space-based, laser-armed ballistic missile system. This was suggested in 1983.</i></p>

Question Number		
<b>6 (c)</b>		<p>Explain why the relationship between Reagan and Gorbachev in the years 1985–88 helped to end the Cold War.</p> <p>Target: Causation/recall of knowledge (A01/AO2)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<p><b>Simple or generalised statements of causation.</b></p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>e.g. <i>Reagan and Gorbachev developed a friendly relationship. At the start, Reagan was unwilling to drop stern policy to Soviet Union.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul>
<b>2</b>	<b>4-9</b>	<p><b>Explains why causes led to changes</b></p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p>e.g. <i>Both leaders got on well but neither was willing to give way initially. Agreement was eventually reached at Washington in 1987 because both leaders wanted to cut down defence spending and each man trusted the other to keep his word. Gorbachev changed also because he realised that the Soviet Union was in a financial mess.</i></p> <ul style="list-style-type: none"> <li>• 4-5 marks for one developed argument.</li> <li>• 6-7 marks for two developed arguments.</li> <li>• 8-9 marks for three developed arguments or more.</li> </ul>
<b>3</b>	<b>10-12</b>	<p><b>Explains how factors are interlinked or prioritises factors</b></p> <p>As Level 2 plus</p> <p><i>The fact that both leaders got on well with each other is extremely important. Such a friendship was unknown during the Cold War. However, each leader had distinct pressures which pushed them to change. Economic problems in both countries and internal issues for Gorbachev were critical in helping to end the Cold War.</i></p> <ul style="list-style-type: none"> <li>• 10-11 marks for linking OR prioritising factors.</li> <li>• 11-12 marks linking AND prioritising factors.</li> </ul>

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