

# Mark Scheme (Results)

January 2013

GCSE History A (5HA01/01)

Unit 1: International Relations: Peace  
and War, 1900-1991

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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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## **GCE History Marking Guidance**

### **Marking of Questions: Levels of Response**

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

### **Deciding on the Mark Point Within a Level**

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4 would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

### **Assessing Quality of Written Communication**

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

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

Question Number		
<b>1 (a)</b>		Describe <b>one</b> reason why Germany began to build battleships in the early twentieth century.  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>  <i>e.g. To challenge Britain's navy.</i>
<b>2</b>	<b>2</b>	<b>Developed statement.</b> (A developed statement is a simple statement with additional supporting material or explanation.)  <i>e.g. It followed the Naval Laws and meant that Germany could be on an equal footing with Britain.</i>

Question Number		
<b>1 (b) (i)</b>		Describe the key features of relations between Britain and Germany during the Second Moroccan Crisis, 1911.  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> 1 mark 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> <i>e.g. Worsened because Britain feared German expansion.</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 or more developed statements.</li> </ul> <i>e.g. Britain distrusted Germany because it was thought the Kaiser wanted to set up a naval base in Morocco and this would threaten Britain's naval supremacy –hence relations worsened in the crisis.</i>

Question Number		
<b>1 (b) (ii)</b>		Describe the key features of the assassination at Sarajevo, June 1914.  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> 1 mark 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><i>e.g. The Archduke Franz Ferdinand was murdered.</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 or more developed statements.</li> </ul> <p><i>e.g. The Austrian government knew about the likelihood of an attack on the Archduke when he visited Sarajevo. The Black Hand Gang went to Sarajevo intent on murder. The Austrian government had made little effort to increase security and there were only 130 policemen were on duty in the city on the day.</i></p>

Question Number		
<b>1(c)</b>		<p>Explain why there were several crises in the Balkans in the years 1908–13.</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><i>e.g. Because those under Ottoman rule wanted independence.</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 crises.</b></p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p><i>e.g. A further crisis occurred in 1912, when the Balkan League attacked the Ottoman Empire and captured almost all of the European parts of their empire. The League wanted to eject the Ottomans from the Balkans.</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>...Above all Slav nationalism must be seen as a key factor behind the crises. The weakness of the Ottoman Empire added to the situation and finally the interference of the Great Powers ensured a recipe for continued crises.</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> of the aims of President Wilson at the Paris Peace Conference, 1919.  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>  <i>e.g. To improve international relations.</i>
<b>2</b>	<b>2</b>	<b>Developed statement</b> (A developed statement is a simple statement with additional supporting material or explanation.)  <i>e.g. He wanted to improve international relations by setting up a League of Nations.</i>

Question Number		
<b>2 (b) (i)</b>		Describe the key features of the organisation of the League of Nations.  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> 1 mark 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> <i>e.g. There was an Assembly.</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 or more developed statements.</li> </ul> <i>e.g. All member states were part of the Assembly which was the debating chamber of the League. The Assembly could deal with any matter affecting the peace or general welfare of the world. Member states had one vote and decided on what action to take.</i>

Question Number		
<b>2 (b) (ii)</b>		Describe the key features of the occupation of the Ruhr, 1923. 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> 1 mark 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><i>e.g. The French and Belgians sent in troops.</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 or more developed statements.</li> </ul> <p><i>e.g. The Germans did not hand over any reparations and by the co-ordinated campaign of passive resistance. Industrial production ground to a halt. There were some violent actions such as flooding some coal mines and setting some factories on fire. There were clashes between the occupying troops and German workers and some workers were killed during the occupation.</i></p>

Question Number		
<b>2 (c)</b>		<p>Explain why Germany thought the terms of the Treaty of Versailles were too severe.</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><i>e.g. Germany was blamed for starting the war.</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 resentment</b></p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p><i>e.g. One reason was that Germany's armed forces had been severely limited and it could not protect itself satisfactorily. With no air force, a limited navy and a tiny army of 100,000, it was felt that Germany could be prey to any foreign 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>For the Germans, there were few redeeming features of the treaty. Resentment was caused by the harsh territorial, military and economic clauses and it was difficult to separate these. Above all, the Guilt Clause (Article 231) created the greatest hatred.</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 Hitler ordered the re-occupation of the Rhineland in March 1936.  Target: Key features/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>  <i>e.g. To defend Germany.</i>
<b>2</b>	<b>2</b>	<b>Developed statement.</b> (A developed statement is a simple statement with additional supporting material or explanation)  <i>e.g. It was part of his policy of challenging Versailles and testing Britain and France.</i>

Question Number		
<b>3 (b) (i)</b>		Describe the key features of Germany's agreements with Italy and Japan in the years 1936–37.  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> 1 mark 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> <i>e.g. Italy and Germany agreed to help the fascists in Spain.</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 or more developed statements.</li> </ul> <i>e.g. In October 1936, Germany and Italy signed a formal alliance which Mussolini called the Rome-Berlin Axis. This alliance contained a clause which said that Germany and Italy would follow a common foreign policy. This was shown later that year when the two countries began to send military assistance to the fascists in Spain. Germany and Japan signed the anti-Comintern pact in 1936. They agreed to co-operate in opposing the work of the Communist International. Both countries believed that peace was menaced by the Comintern and the agreement gave Hitler an ally against the Soviet Union.</i>

Question Number		
<b>3 (b) (ii)</b>		Describe the key features of the Munich Conference, 1938. 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> 1 mark 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><i>e.g. It dealt with the Sudeten crisis.</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 or more developed statements.</li> </ul> <p><i>e.g. After Hitler agreed to postpone his planned invasion of the Sudetenland, the four leaders of France, Britain, Germany and Italy met at Munich to discuss the crisis. Czechoslovakia and the USSR were not invited.</i></p>

Question Number		
<b>3(c)</b>		<p>Explain why the League of Nations failed to solve the Manchurian Crisis, 1931–33.</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><i>e.g. The League was slow to react. The League did not introduce sanctions.</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 failure.</b></p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p><i>e.g. The League did not know what to do and so sent Lord Lytton to China to inquire into events. He took several weeks to get there and even longer to prepare the report, by which time Japan had secured control of Manchuria. The League acted too slowly.</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 League clearly had faults and acted slowly but Britain and France could use the slowness to avoid possible war. Neither country was ready for war and war would further damage their economies. But the most important cause is that Japan just ignored the League and there was no will to go to war –it was only just over a decade since the end of the Great 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>

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

Question Number		
<b>4(a)</b>		Describe <b>one</b> reason why the North Atlantic Treaty Organisation (NATO) was formed in 1949.  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>  <i>e.g. To defend the West of Europe.</i>
<b>2</b>	<b>2</b>	<b>Developed statements</b> (A developed statement is a simple statement with additional supporting material or explanation.)  <i>e.g. Following the Berlin Blockade, the West feared war with the USSR and NATO was an alliance against the USSR.</i>

Question Number		
<b>4 (b) (i)</b>		Describe the key features of the Potsdam 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> 1 mark 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> <i>e.g. Nazi Party was banned.</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 or more developed statements.</li> </ul> <i>e.g. Germany was to be divided into four zones of occupation - USA, USSR, GB and France each having one. Berlin was to be divided in a similar way, even though it was in the Soviet zone.</i>

Question Number		
<b>4 (b) (ii)</b>		Describe the key features of the re-establishment of Soviet control in Hungary in 1956.  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> 1 mark 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><i>e.g. Kadar became the new leader. Nagy was executed.</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 or more developed statements.</li> </ul> <p><i>e.g. Khrushchev decided to send troops into Hungary on 4 November and the Warsaw Pact forces totalled 200,000 soldiers and 6,000 tanks. The Soviet army quickly captured airports, bridges and transport centres. By 10 November a ceasefire was agreed.</i></p>

Question Number		
<b>4 (c)</b>		<p>Explain why Stalin decided to blockade Berlin in 1948.</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>  The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. To force the Allies out of West Berlin.</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 the outcome.</b>  The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p><i>e.g. Developments in 1948 such as Trizonia and the new currency, the Deutschmark, concerned Stalin. He said the Western Allies were breaking the agreements made at Potsdam. In addition, Stalin said that the Western Allies were trying to create a permanently divided Germany. He wanted to stop this and the first step was to blockade West Berlin.</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>Though Stalin claimed it was Trizonia and the new currency, he was also concerned about US policies –the Truman Doctrine and the Marshall Plan. The causes of the Blockade are clearly linked but as soon as Stalin felt threatened, he had to make a move before the West made further decisions about Germany. Thus the most important reason is because Stalin felt threatened by US policies.</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 the Test Ban Treaty was signed in 1963.  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>  <i>e.g. To improve relations between the USA and the USSR.</i>
<b>2</b>	<b>2</b>	<b>Developed statements.</b> (A developed statement is a simple statement with additional supporting material or explanation.)  <i>e.g. Following the Cuban Crisis, it was an attempt to improve relations by relaxing tensions over nuclear bomb testing.</i>

Question Number		
<b>5 (b) (i)</b>		Describe the key features of the involvement of the USA in the Bay of Pigs invasion, 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> 1 mark 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> <i>e.g. The US trained some Cuban exiles.</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 or more developed statements.</li> </ul> <i>e.g. President Eisenhower agreed with a scheme under which Cuban exiles living in the USA would be trained for an invasion of Cuba with the intention of removing Fidel Castro. The exiles were to be trained by the CIA.</i>

Question Number		
<b>5 (b) (ii)</b>		Describe the key features of the attempts by the USA and the Soviet Union to deal with the problems of a divided Berlin in the years 1959–61.  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> 1 mark 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><i>e.g. There were several conferences to discuss it.</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 or more developed statements.</li> </ul> <p><i>e.g. Khrushchev held two summit conferences in 1959 to discuss the issues. The first, in Geneva, failed and they met again at Camp David in the USA. At Camp David Khrushchev agreed to withdraw his demand that the Western powers withdraw their forces from West Berlin.</i></p>

Question Number		
<b>5 (c)</b>		<p>Explain why Czechoslovakia was a flashpoint in the Cold War in 1968.</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>  The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. It became a flashpoint because Soviet forces invaded Czechoslovakia.</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 flashpoint</b>  The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p><i>e.g. It became a Cold War flashpoint because Brezhnev, the leader of the USSR, justified the invasion of Czechoslovakia, as a threat to his country. He put forward the Brezhnev Doctrine which, he said, gave the USSR the right to invade any country in Eastern Europe.</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 Soviet Union was concerned that Czechoslovakia might leave the Warsaw Pact and this would weaken it in the face of the USA. Therefore it had to deal with Czechoslovakia and make an example. A Warsaw Pact problem became a Cold War one with the invasion – this was the most important reason why Czechoslovakia was a flashpoint. The invasion created fear and tension in Europe and for the USA.</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> effect of the fall of the Berlin Wall in 1989. 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> <i>e.g. People allowed to move from East to West Berlin.</i>
<b>2</b>	<b>2</b>	<b>Developed statements.</b> (A developed statement is a simple statement with additional supporting material or explanation.) <i>e.g. People allowed to move from East to West Berlin and families and friends were re-united after 28 years of separation.</i>

Question Number		
<b>6 (b) (i)</b>		Describe the key features of détente in the years 1975–79. 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> 1 mark 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> <i>e.g. The Helsinki Agreements were signed.</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 or more developed statements.</li></ul> <i>e.g. One feature of détente was the Apollo-Soyuz space link-up in 1975. Three US astronauts and two Soviet cosmonauts met in space. There was a symbolic handshake and it seemed as if relations were improving which was proved when Helsinki took place.</i>

Question Number		
<b>6 (b) (ii)</b>		Describe the key features of the summit conferences between the USA and the Soviet Union in the years 1985–87.  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> 1 mark 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> <i>e.g. Reagan and Gorbachev met several times.</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 or more developed statements.</li> </ul> <i>e.g. In 1987, the talks resulted in the INF Treaty. It eliminated nuclear and conventional; ground-launched ballistic and cruise missiles with ranges of 500km to 5500km. To ensure that the terms of the treaty were being carried out, each Superpower allowed the other to inspect its military installations.</i>

Question Number		
<b>6 (c)</b>		<p>Explain why relations between the USA and the Soviet Union changed in the years 1980–84.</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> The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Reagan was elected President of the USA and he wanted to get tough with the USSR.</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> The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p><i>e.g. Reagan was keen to make the USA the most powerful country in the world and he challenged the USSR. He put forward the idea of the SDI and called the USSR the 'evil empire'. He wanted to stop the spread of communism and was prepared to increase US defence spending.</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>Relations changed not only because of Reagan but because of the lack of continuity in the Soviet leadership. Brezhnev was not able to fulfil the duties of leader and he could not be replaced. When he did die, his successor, Andropov was a hardliner but he died after leading the USSR for only 15 months.</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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