

# Mark Scheme (Results)

January 2012

GCSE History

5HA01 01 Peace and War:

International Relations 1900-91

### **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at [www.edexcel.com](http://www.edexcel.com). For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at [www.btec.co.uk](http://www.btec.co.uk).

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Pearson about Edexcel qualifications on our dedicated History telephone line: 08445760034

### **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2012

Publications Code UG030612

All the material in this publication is copyright

© Pearson Education Ltd 2012

## 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.

- 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.*

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

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

Question Number		
1 (a)		Describe <b>one</b> reason why the Second Balkan War broke out in 1913.  Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	<b>Simple statement(s).</b>  <i>e.g. Bulgaria wanted more land.</i>
2	2	<b>Developed statement.</b> (a developed statement is a simple statement with additional supporting material or explanation)  <i>e.g. Balkan states wanted more land - Bulgaria attacked Serbia and Greece in order to secure more territory.</i>

Question Number		
1 (b)(i)		Briefly explain the key features of the imperial rivalry between Britain and Germany in the years 1900-14.  Target: Key features/ recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple statement(s).</b> <b>One mark per point made to maximum of three.</b>  <i>e.g. Germany jealous of British empire. Kaiser Wilhelm wanted his own 'place in the sun'.</i>
2	4-6	<b>Developed statement.</b> (a developed statement is a simple statement with additional supporting material or explanation) <b>One mark within level per developed point</b>  <i>e.g. A key feature was that Germany wanted to build up its own empire and there were few places left to take over. So Wilhelm caused a crisis over Morocco in 1905 to try to win control there and also split Britain and France. He failed. Expect commercial/military rivalry.</i>

Question Number		
1 (b)(ii)		Briefly explain the key features of the First Balkan War, 1912. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three.  <i>e.g. The Balkan League fought the Turks. League defeated Turkey.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation) One mark within level per developed point  <i>e.g. The Balkan League , comprised of Greece, Serbia, Montenegro and Bulgaria defeated the Turks and took almost all of their European territory, except Constantinople.</i>

Question Number		
1(c)		<p>Explain why events after the assassination of Archduke Franz Ferdinand on 28 June 1914 led to war in Europe.</p> <p>Target: Causation/recall of knowledge (A01/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<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. Serbia rejected Austria's ultimatum. Russia came to the defence of Serbia.</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>
2	4-9	<p><b>Explains why causes led to rivalry</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. ... Following Serbia's rejection of the Austrian ultimatum, Austria declared war. This led to Tsar Nicholas preparing his forces to assist his fellow Slavs in Serbia whereupon Germany carried out its promise to support Austria under the Triple Alliance. Germany then began to put into operation its Schlieffen Plan which had expected a war against Russia and also France.</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>
3	10-12	<p><b>Explains how factors are interlinked or prioritises factors</b></p> <p>As Level 2 plus</p> <p><i>Thus the assassination brought all the Great Powers into war and because of their rivalry they had been expecting such an eventuality for some years. They had made alliances and agreements and as events unfolded after Sarajevo, it was difficult to prevent war. Austria wanted to stop Serbian nationalism and gain more land but lacked the power unless Germany helped her. Rivalry, nationalism are key causes but without the alliances and agreements it is possible there would have been no war</i></p> <ul style="list-style-type: none"> <li>• 10-11 marks for linking OR prioritising factors.</li> </ul>

		<ul style="list-style-type: none"> <li>• 11-12 marks linking AND prioritising factors</li> </ul>
--	--	--

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

Question Number		
2 (a)		Describe <b>one</b> decision which was made about Hungary at the Treaty of Trianon, 1920.  Target: Key features/ recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	<b>Simple statement(s).</b>  <i>e.g. Hungary lost land. Its army was limited. Hungary became an independent country. Hungary/Austria separated.</i>
2	2	<b>Developed statement</b> (a developed statement is a simple statement with additional supporting material or explanation)  <i>e.g. Hungary lost population and land to Austria and Czechoslovakia, also expect Yugoslavia and/or Romania.</i>

Question Number		
2 (b)(i)		Briefly explain the key features of the worsening relations between Germany and France in 1923.  Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple statement(s).</b> <b>One mark per point made to maximum of three.</b>  <i>e.g. France sent troops into the Ruhr...</i>
2	4-6	<b>Developed statement.</b> (a developed statement is a simple statement with additional supporting material or explanation) <b>One mark within level per developed point</b>  <i>e.g. Relations worsened when Germany was unable to pay its reparations and consequently France sent in troops to try to secure payment.</i>

Question Number		
2 (b)(ii)		Briefly explain the key features of the Kellogg-Briand Pact, 1928. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three.  <i>e.g. Those signing agreed to outlaw war. Showed countries did not want war.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation) One mark within level per developed point  <i>e.g. An agreement between 61 countries that war was wrong and that they would always seek peaceful solutions to any problems between them.</i>

Question Number		
2 (c)		<p>Explain why the aims of Britain, France and the USA differed at the Paris Peace Conference, 1919.</p> <p>Target: Causation/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<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. France wanted revenge. USA wanted to have peace.</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>
2	4-9	<p><b>Explains why there were failures</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. France had experienced occupation, huge numbers of dead and wounded during the war. The economic and financial damage was extremely high and Clemenceau wanted revenge. Germany could never be in a position to attack France in the future.</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>
3	10-12	<p><b>Explains how factors are interlinked or prioritises factors</b></p> <p>As Level 2 plus</p> <p><i>Each country's statesmen and citizens wanted different things and had had different experiences during the war. The USA was led by an idealist and he wanted to improve relations in Europe and the world. The USA saw itself as rescuing Europe whereas Britain wanted to restore Europe to ensure Britain remained strong in the world by protecting its empire. France was keen on revenge and maintaining security. The experiences, demands of the people and individual leaders produced a range of aims but it was the leaders who seem to be the most important factor.</i></p> <ul style="list-style-type: none"> <li>• 10-11 marks for linking OR prioritising factors.</li> </ul>

		<ul style="list-style-type: none"> <li>• 11-12 marks linking AND prioritising factors</li> </ul>
--	--	--

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

Question Number		
3 (a)		Describe <b>one</b> reason why Hitler made the Nazi-Soviet Pact in 1939.  Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	<b>Simple statement(s).</b>  <i>e.g. Preserve peace with Soviet Union.</i>
2	2	<b>Developed statement</b> (a developed statement is a simple statement with additional supporting material or explanation)  <i>e.g. Preserve peace with Soviet Union and at the same time acquire part of Poland.</i>

Question Number		
3 (b)(i)		Briefly explain the key features of the failure of the League of Nations to solve the Manchurian Crisis, 1931-33.  Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple statement(s).</b> <b>One mark per point made to maximum of three.</b>  <i>e.g. The League was slow to react.</i> <i>The League did not introduce sanctions.</i>
2	4-6	<b>Developed statement.</b> (a developed statement is a simple statement with additional supporting material or explanation) <b>One mark within level per developed point</b>  <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>

Question Number		
3 (b)(ii)		Briefly explain the key features of German rearmament in the years 1935-36.  Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three.  <i>e.g. Hitler introduced conscription.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation) One mark within level per developed point  <i>e.g. The Treaty of Versailles had limited Germany's army to 100,000 and in 1935, Hitler introduced conscription in order to build an army of about 600,000.</i>

Question Number		
3(c)		Explain why there was a crisis over the Sudetenland in 1938. Target: Causation/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<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. Hitler demanded the Sudetenland from Czechoslovakia. Hitler wanted the German-speaking people there in Germany.</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>
2	4-9	<p><b>Explains why causes led to increased tension</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. There was a crisis because Hitler wanted the Sudetenland because he wanted to create a Grossdeutschland bringing in all German-speaking people into Germany. He felt that the peace settlement had not really followed the policy of self-determination. In addition, the extra land would bring valuable military and economic resources.</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>
3	10-12	<p><b>Explains how factors are interlinked or prioritises factors</b></p> <p>As Level 2 plus</p> <p><i>Above all, it is clear that the crisis arose out of Hitler's demand for more land. But it is clear that because Hitler had been allowed to take such areas as the Rhineland and Austria without opposition he gained confidence and he felt he could go further. Appeasement had allowed him to come this far.</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		
4 (a)		Describe <b>one</b> reason why the Marshall Plan was drawn up in 1947. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	<b>Simple statement(s)</b> <i>e.g. To help war-damaged Europe.</i>
2	2	<b>Developed statements</b> (a developed statement is a simple statement with additional supporting material or explanation) <i>e.g. Many countries in Europe were in no position to rebuild their economies because of the war and the US stepped in to help.</i>

Question Number		
4 (b)(i)		Briefly explain the key features of the Teheran Conference, 1943. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple statement(s).</b> <b>One mark per point made to maximum of three.</b> <i>e.g. It was decided there would be spheres of influence in Europe after the war.</i>
2	4-6	<b>Developed statement.</b> (a developed statement is a simple statement with additional supporting material or explanation) <b>One mark within level per developed point.</b> <i>e.g. The Allies agreed that the Soviet Union should have a sphere of influence in Eastern Europe at the end of the war. This would give the Soviet Union some security and prevent threats from its neighbours.</i>

Question Number		
4 (b)(ii)		Briefly explain the key features of Soviet rule over Hungary in the years 1945-55.  Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three.  <i>e.g. Soviet occupation damaged the Hungarian economy.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation) One mark within level per developed point  <i>e.g. The Soviet Union established an oppressive regime and set up a communist government, banning all other parties. Control was established by means of a strict police, army and Soviet officials in the government.</i>

Question Number		
4 (c)		<p>Explain why relations between the USA and USSR changed in the years 1948-53.</p> <p>Target: Causation/recall of knowledge (A01/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<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 Soviet Union developed the atom bomb. The death of Stalin lessened tension.</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>
2	4-9	<p><b>Explains why causes led to the uprising</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. Relations clearly changed when the Soviet Union developed its atom bomb 1949. Now the USA no longer had a lead in the arms field and by 1953, each had developed hydrogen bombs. Both countries were frightened of each other and the race to build more and more powerful weapons had begun, thus worsening relations.</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>
3	10-12	<p><b>Explains how factors are interlinked or prioritises factors</b></p> <p>As Level 2 plus</p> <p><i>The Berlin Blockade and the resulting formation of West and East Germany showed that relations were deteriorating. In addition, the creation of NATO showed that the West feared a future war and the treaty then increased Stalin's fears. However, the development of nuclear weapons is perhaps the most important reason why relations changed so much.</i></p> <ul style="list-style-type: none"> <li>• 10-11 marks for linking OR prioritising factors.</li> </ul>

		<ul style="list-style-type: none"> <li>11-12 marks linking AND prioritising factors</li> </ul>
--	--	--

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

Question Number		
5 (a)		Describe <b>one</b> reason why President Kennedy visited West Berlin in 1963.  Target: Causation/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	<b>Simple statement(s)</b>  <i>e.g. He visited so that he showed he supported West Berlin.</i>
2	2	<b>Developed statements</b> (a developed statement is a simple statement with additional supporting material or explanation)  <i>e.g. He wanted to show the world that the USA would not let West Berlin down and would protect it whatever happened with the Soviet Union.</i>

Question Number		
5 (b)(i)		Briefly explain the impact of the building of the Berlin Wall in the years 1961-63.  Target: Key features /recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple statement(s).</b> One mark per point made to maximum of three.  <i>e.g. It stopped the flow of refugees.</i> <i>It strengthened the division of Germany.</i>
2	4-6	<b>Developed statement.</b> (a developed statement is a simple statement with additional supporting material or explanation) <b>One mark within level per developed point</b>  <i>e.g. Before the wall was built, thousands of refugees were leaving the East to move to the West. The Wall stopped this and reduced those escaping to a tiny trickle. The Wall had stopped</i>

		<i>the 'brain drain'.</i>
--	--	---------------------------

Question Number		
5 (b)(ii)		Briefly explain the key features of the Prague Spring reforms, 1968.  Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple statement(s).</b> <b>One mark per point made to maximum of three.</b>  <i>e.g. Dubcek allowed opposition parties.</i> <i>Parliament was given more power.</i>
2	4-6	<b>Developed statement.</b> (a developed statement is a simple statement with additional supporting material or explanation) <b>One mark within level per developed point.</b>  <i>e.g. Dubcek wanted to allow greater freedom and democracy in Czechoslovakia and so political opposition to the Communist Party was to be allowed. In addition, writers and students were able to offer criticisms of the communist system.</i>

Question Number

5 (c)		<p>Explain why relations between Cuba and the USA worsened in the years 1959-61.</p> <p>Target: Causation/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<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. Castro took over some US businesses. The USA had been involved in the Bay of Pigs fiasco.</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>
2	4-9	<p><b>Explains why causes led to crisis</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. When Castro came to power he wanted to remove US influence and so he nationalised all US businesses. In retaliation the USA decided not to purchase Cuban sugar or give any further technological assistance. These actions clearly worsened relations between the two countries.</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> <li>•</li> </ul>
3	10-12	<p><b>Explains how factors are interlinked or prioritises factors</b></p> <p>As Level 2 plus</p> <p><i>Castro and his anti-American policies led to the USA reacting with its own economic sanctions, thus worsening relations. The deteriorating situation was worsened when the US decided to back the exiles at the Bay of Pigs and it was this that was the most important reason why relations worsened. After, the Bay of Pigs lines between the two countries had been drawn.</i></p> <ul style="list-style-type: none"> <li>• 10-11 marks for linking OR prioritising factors.</li> </ul>

		<ul style="list-style-type: none"> <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		
6 (a)		Describe <b>one</b> decision made about nuclear weapons in the Strategic Arms Limitation Treaty (SALT), 1972.  Target: Key features/ recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	<b>Simple statement(s)</b>  <i>e.g. They agreed to limit nuclear weapons.</i>
2	2	<b>Developed statements</b> (a developed statement is a simple statement with additional supporting material or explanation)  <i>e.g. The USA and the Soviet Union (expect superpowers) agreed that submarines carrying nuclear weapons would only be introduced when existing stocks of ICBMs became obsolete.</i>

Question Number		
6 (b)(i)		Briefly explain the key features of the changing attitudes of Reagan and Gorbachev at the summit conferences of 1985-87.  Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<b>Simple statement(s).</b> <b>One mark per point made to maximum of three.</b>  <i>e.g. Reagan and Gorbachev developed a friendly relationship. Reagan still unwilling to drop stern policy to Soviet Union.</i>
2	4-6	<b>Developed statement.</b> (a developed statement is a simple statement with additional supporting material or explanation) <b>One mark within level per developed point</b>  <i>e.g. 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</i>

		<i>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>
--	--	--

Question Number		
6 (b)(ii)		Briefly explain the key features of the fall of the Berlin Wall, 1989.  Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three.  <i>e.g. The Wall was knocked down. People were allowed through the Wall to the West.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation) One mark within level per developed point  <i>e.g. In October 1989, Gorbachev visited East Germany and openly said that he would not interfere with any political developments there. There were demonstrations in East Germany for changes to the government just as in Hungary and Poland. The East German government decided to allow some freedom of travel and allowed large numbers of people through the Wall.</i>

Question Number		
6 (c)		Explain why détente collapsed in the years 1979-84. Target: Causation/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<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 Soviet Union invaded Afghanistan. The USA developed SDI.</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>
2	4-9	<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><i>e.g. Following the Soviet invasion of Afghanistan, the USA refused to ratify the SALT II agreements which had been signed in 1979. The idea of détente from SALT I and also Helsinki now seemed to be over. Promises at Helsinki had been broken and the USA feared that the Soviet Union would move on the Middle East oilfields. Friendliness was now replaced by open hostility.</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>
3	10-12	<p><b>Explains how factors are interlinked or prioritises factors</b></p> <p>As Level 2 plus</p> <p><i>The invasion of Afghanistan was the key factor. It destroyed the SALT talks and then pushed the USA into making new policies such as the Carter Doctrine and also helping the mujahideen. Moreover, it led to Reagan being very aggressive towards the Soviet Union and led to the Second 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>

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code UG030612 January 2012

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

