

Mark Scheme

Summer 2012

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 the visit of the German gunboat <i>Panther</i> to Morocco in 1911 caused an international crisis.  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. It seemed to threaten France.</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. Following the rebellion in Morocco, the French sent troops there and Germany objected, sending the gunboat. It seemed as if war could break out.</i>

Question Number		
<b>1 (b) (i)</b>		Briefly explain the key features of the alliance system before 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>	<b>Simple statement(s).</b> <b>One mark per point made to maximum of three.</b>  <i>e.g. There was the Triple Alliance.</i> <i>There was the Triple Entente.</i>
<b>2</b>	<b>4-6</b>	<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 Triple Entente was between Britain, France and Russia. The British and French entente was not an alliance but understanding between them which stated they would not disagree about colonies. When the entente was widened, further agreements were made about land and later there were some military talks.</i>

Question Number		
<b>1 (b) (ii)</b>		Briefly explain the key features of relations between Britain and Germany from 1900 to the Moroccan Crisis (1905-06).  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> <b>One mark per point made to maximum of three.</b>  <i>e.g. There was rivalry over colonies.</i> <i>Britain did not like Germany building a navy.</i>
<b>2</b>	<b>4-6</b>	<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 the worsening of relations when the Moroccan crisis occurred. The Kaiser visited Morocco to say he supported their independence and it looked as if Germany was trying to increase its influence in North Africa. Britain did not want this and there was a conference about the future of Morocco. Here Britain opposed Germany and supported France thus creating tension.</i>

Question Number		
1(c)		<p>Explain why international tension increased in the Balkans in the years 1912-14.</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. There were wars in the Balkans. Russia and Austria-Hungary wanted land in the Balkans.</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 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. ... Many nationalists in the Balkans wanted to free themselves from the rule of the Turks and this led to two wars in 1912-13. There was already rivalry between the Great Powers and Russia and Austria-Hungary wanted to ensure that their interests were looked after, even if it meant they came into conflict.</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 weakness of the Ottoman Empire was probably the most important reason because this led to the growth of nationalism in the Balkans. However, the issues are linked because without the weak empire and wars, the Great Powers would not have become involved. They saw that they could increase their power and thus tension increased during a critical period.</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 Bulgaria at the Treaty of Neuilly, 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. Bulgaria lost land.</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. Bulgaria lost land (Dobruja and Thrace) to Greece, Romania and Yugoslavia</i>

Question Number		
<b>2 (b) (i)</b>		Briefly explain the key features of the armistice, November 1918.  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> <b>One mark per point made to maximum of three.</b>  <i>e.g. All military hostilities were to end within six hours after the signing.</i> <i>The German fleet was to sail to Allied ports to be placed under Allied control.</i>
<b>2</b>	<b>4-6</b>	<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 first feature to deal with German forces was that all German troops had to withdraw from France, Belgium and other occupied territories on the Western Front and surrender huge numbers of guns and artillery. Failure to do so would mean an immediate re-start of hostilities.</i>

Question Number		
<b>2 (b) (ii)</b>		Briefly explain the key features of the economic 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> <b>One mark per point made to maximum of three.</b>  <i>e.g. Germany had to pay reparations.</i>
<b>2</b>	<b>4-6</b>	<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 first feature of the economic terms came as a result of Article 231, Germany had to pay reparations and the figure eventually arrived at was £6.6 billion to be paid over sixty years</i>

Question Number		
<b>2 (c)</b>		<p>Explain why the League of Nations had weaknesses when it was first set up.</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. Not all countries were members. It was based in Europe. The League did not meet regularly.</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 there were problems</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 never had all the major powers as members when it was set up. The USA rejected it because it did not want to become involved in European affairs. In addition, Germany, its allies and also Russia were excluded. This put pressure on Britain and France at the start.</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 membership issue was perhaps the most important initial problem for the League. It could not call itself a true representative of the world with such strong countries being absent. This led to the League being called a club for the victors based in Europe, at Geneva. Furthermore, the first General was British and this reinforced the view. This then led to criticism at the start, especially about infrequent meetings of the Council and Assembly.</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 Japan invaded Manchuria in 1931. 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. Japan needed more land.</i> <i>There had been an incident at Mukden.</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. Japan wanted to gain territory in Manchuria which would give them raw materials and fresh markets.</i>

Question Number		
<b>3 (b) (i)</b>		Briefly explain the key features of the involvement of the League of Nations in the Abyssinian Crisis, 1935-36. 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> <b>One mark per point made to maximum of three.</b> <i>e.g. Sanctions were imposed on Italy.</i> <i>The League allowed Haile Selassie to address the Assembly.</i>
<b>2</b>	<b>4-6</b>	<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 imposed economic sanctions on Italy and this meant that no rubber or iron could be traded. The League did not ban the sale of oil which meant Italy could still carry on a war.</i>

Question Number		
<b>3 (b) (ii)</b>		Briefly explain the key features of Hitler's aims with regard to 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> <b>One mark per point made to maximum of three.</b>  <i>e.g. He wanted to re-arm.</i> <i>He wanted all Germans in Germany.</i>
<b>2</b>	<b>4-6</b>	<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. Hitler wanted to re-arm and this meant he would have to overturn the Treaty of Versailles. He wanted to have a large army, air force and navy which had either been banned or restricted at Versailles. Moreover, he wanted the Rhineland back.</i>

Question Number		
<b>3(c)</b>		<p>Explain why Britain's policy of appeasement failed to prevent German expansion from 1937 to the takeover of Czechoslovakia in March 1939.</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. Hitler had limited demands. Hitler broke agreements.</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 of appeasement</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 policy of appeasement failed because Chamberlain thought Hitler had limited demands. It was thought that if the severe parts of the Treaty of Versailles were put right then Hitler would stop demanding things. Therefore, when he continued to re-arm nothing was done and when he marched into Austria it seemed reasonable because the people spoke German and, after all Hitler was asked to intervene.</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, it is clear that there was too great a reliance on assuming Hitler was reasonable. He was allowed to re-arm and seize places like Austria, he was given the Sudetenland and then parts of Czechoslovakia. However, appeasement failed because there was a fear of war, massive numbers of deaths and chaos.</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 there was tension between Stalin, Roosevelt and Churchill at the Teheran Conference, 1943.  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. There was distrust between the leaders.</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. Stalin felt that the other two wanted the USSR to take the major part and not open up a second front.</i>

Question Number		
<b>4 (b) (i)</b>		Briefly explain the key features of the North Atlantic Treaty Organisation (NATO).  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> <b>One mark per point made to maximum of three.</b>  <i>e.g. It was an alliance against the Soviet Union.</i>
<b>2</b>	<b>4-6</b>	<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. This was set up in 1949 after the Berlin Blockade when relations between the West and the East deteriorated. The USA, Britain, France and nine other countries formed NATO. They agreed that if any of them came under attack, all members of NATO would come to their defence.</i>

Question Number		
<b>4 (b) (ii)</b>		Briefly explain the role of Nagy in the Hungarian Uprising, 1956. 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> <b>One mark per point made to maximum of three.</b>  <i>e.g. He led the Uprising.</i> <i>He introduced reforms.</i>
<b>2</b>	<b>4-6</b>	<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. After there had been riots about Soviet rule in Hungary, the Soviet Union agreed to Nagy becoming the leader of the country. He proposed reforms such as - Hungary leaving the Warsaw Pact and allowing free elections. These proposals were not liked by the Soviet Union.</i>

Question Number		
<b>4 (c)</b>		Explain why there was growing involvement of the USA in Europe in the years 1945-48.  Target: Causation/recall of knowledge (A01/AO2)
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 USA feared the Soviet Union. The Soviet Union was building an empire.</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 increased involvement</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 Soviet Union broke its promises about free elections in the territories that it had liberated at the end of the war. Gradually, communist governments were imposed on e.g. Poland, Romania and Bulgaria. After events in Czechoslovakia, where leaders were killed, the USA began to see that it could not pull out of Europe and had to stop the spread of communism.</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>Imposing communists governments was perhaps the most important reason why the USA increased its involvement. It was also clear that there was great political and economic chaos in Europe and if stability was restored then the USA felt that communism would not spread further, thus the Truman Doctrine and Marshall Plan emerged. In addition, the USA could not overlook such a challenge as the Berlin Blockade.</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> way in which the Soviet Union re-established Soviet control in 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>  <i>e.g. Troops were sent in. Dubcek eventually removed.</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. Brezhnev sent in troops from the Soviet Union and the rest of the Warsaw Pact to ensure that soviet communism was followed.</i>

Question Number		
<b>5 (b) (i)</b>		Briefly explain the key features of Khrushchev's challenge to the USA over Berlin in the years 1957-60.  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> <b>One mark per point made to maximum of three.</b>  <i>e.g. He wanted the USA out of West Berlin.</i>
<b>2</b>	<b>4-6</b>	<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. By 1957, Khrushchev was unhappy about the number of refugees leaving East Germany by means of West Berlin. In 1958, he declared that the whole of Berlin belonged to East Germany and he gave the USA six months to leave West Berlin.</i>

Question Number		
<b>5 (b) (ii)</b>		Briefly explain the role of Alexander Dubcek in the events in Czechoslovakia during 1968.  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> <b>One mark per point made to maximum of three.</b>  <i>e.g. He was the leader of Czechoslovakia in 1968.</i>
<b>2</b>	<b>4-6</b>	<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 said he wanted to create 'socialism with a human face'. He did not want to create a situation like that of Hungary in 1956 but did make similar reforms. He relaxed press censorship and allowed political opposition.</i>

Question Number		
<b>5 (c)</b>		Explain why relations between the USA and Soviet Union changed in the years 1961-63.  Target: Causation/recall of knowledge (A01/AO2)
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 Berlin Wall was built. There was a crisis over Cuba.</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 change</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 had not been good in 1961 following the construction of the Berlin Wall, but they deteriorated further when the Soviet Union placed missiles on Cuba. This led to a crisis which brought relations between the Superpowers to their lowest point since 1945. The crisis brought the two countries to the edge of war.</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>Initially relations changed because the Soviet Union was successful in challenging the USA. Winning challenges, such as the summits and building the Berlin Wall gave Khrushchev confidence and Soviet actions increased tension and worsened relations. But also important is the role of Kennedy who grew stronger during the challenges and resisted Soviet threats.</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 Warsaw Pact ended in 1991.  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. Eastern Europe rejected communism. Eastern Europe fell apart.</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. Poland then Hungary and then other eastern European countries rejected communism. Therefore, the Pact no longer served a military purpose.</i>

Question Number		
<b>6 (b) (i)</b>		Briefly explain the key features of the Strategic Arms Limitation Talks (SALT) between the USA and the Soviet Union in the 1970s.  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> <b>One mark per point made to maximum of three.</b>  <i>e.g. The SALT talks were a part of détente. The first agreement was signed in 1972 and eased relations.</i>
<b>2</b>	<b>4-6</b>	<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. President Nixon wanted to improve relations with the Soviet Union and talks led to an agreement in 1972. SALT was an Anti-Ballistic Missile Treaty and ABM systems at only two sites with 100 missiles each.</i>

Question Number		
<b>6 (b) (ii)</b>		Briefly explain the key features of relations between the USA and the Soviet Union in the years 1979-84.  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> <b>One mark per point made to maximum of three.</b>  <i>e.g. They worsened after the invasion of Afghanistan.</i> <i>They worsened when Reagan became president of the USA.</i>
<b>2</b>	<b>4-6</b>	<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 Soviet invasion of Afghanistan ended détente and started a second Cold War. The USA under Reagan then began to increase its defence spending and relations worsened yet again because the Soviet Union saw this spending as a threat to peace.</i>

Question Number		
<b>6 (c)</b>		Explain why the Soviet Union loosened its grip on Eastern Europe in the years 1985-90.  Target: Causation/recall of knowledge (A01/AO2)
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. Gorbachev said he wanted Eastern Europe to enjoy perestroika and glasnost. Hungary became a multi-party state in 1988. Mazowiecki became the first non-communist leader in eastern Europe.</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><i>e.g. The Soviet economy was under great strain in the 1980s and Gorbachev knew reforms had to be made. The Soviet Union could no longer afford to help the economies of eastern Europe and could not afford to keep Soviet troops there. This is where the grip began to loosen.</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>Gorbachev is a crucial factor in the change. He was young and prepared to make reforms. There are other factors which are important, such as economic problems, the arms race and an aggressive USA. They are all linked and it was Gorbachev who acted.</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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