

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCSE

History A (5HA01/01)

Unit 1: International Relations: Peace
and War, 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.
- 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.*

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

Question Number		
1 (a)		Describe one cause of the First Balkan War, 1912–13. Target: Causation/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Simple statement(s) <i>e.g. The Balkan League attacked Turkey.</i>
2	2	Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) <i>e.g. The Balkan League attacked Turkey because Turkey had been weakened by the war with Italy.</i>

Question Number		
1 (b) (i)		Describe the key features of the Triple Alliance. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s) 1 mark per simple statement. <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements. <i>e.g. Between Germany, Italy and Austria. Germany's way of isolating France.</i>
2	4-6	Developed statement (A developed statement is a simple statement supported by factual detail.) <ul style="list-style-type: none"> • 4-5 marks for one developed statement, according to degree of support. • 5-6 marks for two or more developed statements. <i>e.g. A key feature was the way that Germany and its allies isolated and surrounded France. Germany expected a war against France and the alliance with Italy and Austria would provide valuable support if war broke out.</i>

Question Number		
1 (b)(ii)		Describe the key features of the Second Balkan War, 1913. Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Simple statement(s) 1 mark per simple statement.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements. <p><i>e.g. Bulgaria attacked Serbia and Greece.</i></p>
2	4-6	<p>Developed statement (A developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> • 4-5 marks for one developed statement, according to degree of support. • 5-6 marks for two or more developed statements. <p><i>e.g. The war was soon over and the Treaty of Bucharest was signed in August. Bulgaria lost land - Bulgaria lost the Dobruja region to Romania and Serbia was given parts of Macedonia. Greece took south Macedonia, and some land along the Aegean Sea. The Turks did regain some land around Adrianople and had a larger foothold on Europe.</i></p>

Question Number		
1 (c)		<p>Explain why the two Moroccan Crises worsened relations between Britain and Germany in the years 1905-11.</p> <p>Target: Causation/recall of knowledge (A01/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Simple or generalised statements of causation. The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Germany feared Britain and France becoming closer.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	<p>Explains why causes worsened relations. 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 Second Moroccan Crisis increased Britain's fear of further German expansion into Africa. Moreover, the threat to British naval supremacy in the Mediterranean was another feature which caused tension. If the Germans had a naval base near Gibraltar then the threat would be very real. Lloyd George's speech at the Mansion House outlined these fears and he made it clear Britain was prepared to go to war.</i></p> <ul style="list-style-type: none"> • 4-5 marks for one developed argument. • 6-7 marks for two developed arguments. • 8-9 marks for three developed arguments or more.
3	10-12	<p>Explains how factors are interlinked or prioritises factors.</p> <p><i>e.g. ... Britain's new understanding with France pushed the two countries closer and Germany's actions in the Moroccan crises led to military discussions between Britain and France. The Triple Entente made it seem as if Germany was surrounded and thus relations worsened. Perhaps the most important reason was the second crisis because Germany clearly saw the entente partners growing closer and making warlike noises.</i></p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks for linking AND prioritising factors.

Section 2: The peace settlement, 1918-28

Question Number		
2 (a)		Describe one reason why Germany signed the armistice in November 1918. Target: Key features/ recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Simple statement(s) <i>e.g. Germany's allies were leaving the war.</i>
2	2	Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) <i>e.g. By 3 November, Germany's allies - Bulgaria, Turkey and Austria-Hungary had signed armistices.</i>

Question Number		
2 (b) (i)		Describe the key features of the aims of President Wilson at the Paris Peace Conference, 1919. Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s) 1 mark per simple statement. <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements. <i>e.g. Wilson wanted a lasting peace.</i>
2	4-6	Developed statement (A developed statement is a simple statement supported by factual detail.) <ul style="list-style-type: none"> • 4-5 marks for one developed statement, according to degree of support. • 5-6 marks for two or more developed statements. <i>e.g. He wanted a just peace which could be maintained by an international body – the League of Nations. This body would contain all nations and would work for world peace. He hoped that members would then move to arms reduction to prevent a repeat of the Great War.</i>

Question Number		
2 (b)(ii)		Describe the key features of the Secretariat and the refugee organisation of the League of Nations. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Simple statement(s) 1 mark per simple statement.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements. <p><i>e.g. The Secretariat was the civil service of the League. The Refugee Organisation helped displaced persons find homes.</i></p>
2	4-6	<p>Developed statement (A developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> • 4-5 marks for one developed statement, according to degree of support. • 5-6 marks for two or more developed statements. <p><i>e.g. The Secretariat was the civil service of the League. It carried out the League's administrative duties and it was headed by the Secretary-General. It was charged with raising money to finance the League and had to cajole members to contribute.</i></p> <p><i>The Refugee Organisation was created to assist refugees from Eastern Europe. It oversaw the movement of 1.5 million people between Greece and Turkey after the Treaty of Lausanne. It also assisted in the repatriation of 500,000 prisoners of war.</i></p>

Question Number		
2 (c)		<p>Explain why international relations in Europe changed in the years 1923-28.</p> <p>Target: Causation/recall of knowledge (A01/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Simple or generalised statements of causation. The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Worsened when France occupied the Ruhr. Improved after the Locarno Agreements.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	<p>Explains why causes led to changes. 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 period began when France and Belgium invaded the Ruhr because Germany had been unable to pay its reparations. This caused a deterioration in relations because the French sent in troops who were very brutal and some Germans were killed. However, the recovery of the German economy after 1924 led to improvements in international relations.</i></p> <ul style="list-style-type: none"> • 4-5 marks for one developed argument. • 6-7 marks for two developed arguments. • 8-9 marks for three developed arguments or more
3	10-12	<p>Explains how factors are interlinked or prioritises factors.</p> <p><i>e.g. ...It would seem that the improvements in Germany's economy and a willingness of the wartime Allies to help Germany led to eventual improvements in international relations. The occupation of the Ruhr led to international intervention and the economic aid helped to bring about Germany. This in turn led to an acceptance by the warime Allies that Germany could be trusted and this brought about closer relations which saw Germany join the League. The prevailing mood spokeof the Locarno Spirit.</i></p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks for linking AND prioritising factors.

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

Question Number		
3 (a)		Describe one reason why Germany invaded Poland in September 1939. Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Simple statement(s) <i>e.g. To gain more land.</i>
2	2	Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) <i>e.g. Germany had made a pact with the Soviet Union and thought Britain would not do anything therefore they would not face any real problems.</i>

Question Number		
3 (b) (i)		Describe how Hitler broke the terms of the Treaty of Versailles in the years 1933-36. Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s) 1 mark per simple statement. <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements. <i>e.g. He introduced conscription.</i>
2	4-6	Developed statement (A developed statement is a simple statement supported by factual detail.) <ul style="list-style-type: none"> • 4-5 marks for one developed statement, according to degree of support. • 5-6 marks for two or more developed statements. <i>e.g. The Treaty of Versailles had limited Germany's army to 100,000 and prevented him from having an air force. In 1935, Hitler introduced conscription in order to build an army of about 600,000. The decision to build the Luftwaffe was also made, thus breaking the treaty.</i>

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Question Number		
3 (b) (ii)		Describe how Hitler made territorial gains for Germany in 1938. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Simple statement(s) 1 mark per simple statement.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements. <p><i>e.g. Took over Austria. After several meetings he took the Sudetenland.</i></p>
2	4-6	<p>Developed statement (A developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> • 4-5 marks for one developed statement, according to degree of support. • 5-6 marks for two or more developed statements. <p><i>e.g. By 1938, Hitler, together with the Austrian Nazi Party had helped to create a political crisis in Austria. In 1938, Austrian police discovered that the Austrian Nazis were planning to overthrow the government. The leader of Austria planned a plebiscite to show Hitler that the Austrian people did not want outside interference – Hitler was concerned at the possible outcome and threatened to invade. On 11 March German troops marched into Austria and it was absorbed into Germany.</i></p> <p><i>Hitler claimed the Sudetenland because there were 3 million German-speaking living there. The Sudeten Nazis had created chaos in the area and demanded incorporation. At the third meeting, held in Munich, he met representatives from Britain, France and Italy and the decision was to give him what he demanded. In early October 1938, German troops marched in.</i></p>

Question Number		
3 (c)		<p>Explain why there was an international crisis over Abyssinia in the years 1935-36.</p> <p>Target: Causation/recall of knowledge (A01/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Simple or generalised statements of causation. The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Abyssinia was a member of the League. Britain did nothing because it needed to remain on good terms with Mussolini.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	<p>Explains why causes led to a crisis. 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 imposed economic sanctions but they were not wide-ranging enough. Though weapons, iron and rubber were on the sanctions list, oil was not. In addition, the League did not ask Britain and France to close the Suez Canal to Italian shipping and this enabled Mussolini to continue his military campaign with ease and thus the crisis could not really be solved.</i></p> <ul style="list-style-type: none"> • 4-5 marks for one developed argument. • 6-7 marks for two developed arguments. • 8-9 marks for three developed arguments or more.
3	10-12	<p>Explains how factors are interlinked or prioritises factors.</p> <p><i>e.g...In the crisis, the League was unwilling to take full sanctions against Italy. There was an unwillingness to go to war and there was a degree of selfishness especially about trade and going to war. It is difficult to separate out the factors – selfishness, weaknesses, poor organisation – were each important. Simply put, there was a crisis because the League failed because it did not follow its Covenant. Perhaps most importantly, Britain and France did not view the League as the means of solving the issues.</i></p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks for linking AND prioritising factors.

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

Question Number		
4 (a)		Describe one reason why Comecon was formed in 1949. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Simple statement(s) <i>e.g. It was Stalin's answer to the Marshall Plan.</i>
2	2	Developed statements (A developed statement is a simple statement with additional supporting material or explanation.) <i>e.g. It was Stalin's answer to the Marshall Plan and he saw that he needed to encourage economic development in Eastern Europe.</i>

Question Number		
4 (b) (i)		Describe the key features of the Warsaw Pact, 1955. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s) 1 mark per simple statement. <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements. <i>e.g. Soviet response to NATO. Comprised of Soviet satellite states in 1955.</i>
2	4-6	Developed statement (A developed statement is a simple statement supported by factual detail.) <ul style="list-style-type: none"> • 4-5 marks for one developed statement, according to degree of support. • 5-6 marks for two or more developed statements. <i>e.g. The Pact was created by the USSR and formed in response to West Germany joining NATO. It was called the Eastern European Mutual Assistance Treaty and each country agreed that an attack on one was an attack on all. Military exercises were held in each country on a rotating basis and the overall head of forces was a Soviet commander.</i>

Question Number		
4 (b)(ii)		Describe the key features of the impact of de-Stalinisation on Hungary. Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Simple statement(s) 1 mark per simple statement.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements. <p><i>e.g. Riots and demonstrations took place in Hungary.</i></p>
2	4-6	<p>Developed statement (A developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> • 4-5 marks for one developed statement, according to degree of support. • 5-6 marks for two or more developed statements. <p><i>e.g. After Khrushchev's secret speech, riots and demonstrations took place in Hungary. The police lost control of the situation and there were demonstrations across Hungary. In response, Khrushchev agreed to the appointment of a more liberal leader, Imre Nagy.</i></p>

Question Number		
4 (c)		<p>Explain why events in Europe in the years 1945-47 led to the Cold War.</p> <p>Target: Causation/recall of knowledge (A01/AO2)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Simple or generalised statements of causation. The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Tension arose at Yalta and Potsdam.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	<p>Explains why causes led to changes. 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 wanted to ensure that it had a buffer zone in eastern Europe and, in addition, did not want Germany to recover. Stalin kept Soviet forces in eastern Europe after 1945 and ensured that Communist Parties won the elections in the countries of that area. Communism seemed to be spreading and there was little the USA could do to stop this – apart from go to war and it did not want this. Therefore, it challenged Stalin by other means – thus there was a war between the two sides without it becoming ‘hot’.</i></p> <ul style="list-style-type: none"> • 4-5 marks for one developed argument. • 6-7 marks for two developed arguments. • 8-9 marks for three developed arguments or more.
3	10-12	<p>Explains how factors are interlinked or prioritises factors.</p> <p><i>e.g. ... Imposing communist governments was perhaps the most important reason why a Cold War developed. 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, but this could only be done by peaceful intervention yet at the same time challenging Stalin.</i></p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks for linking AND prioritising factors.

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

Question Number		
5 (a)		Describe one reason why Eisenhower and Khrushchev held the summit conference in Paris in May 1960. Target: Causation/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Simple statement(s) <i>e.g. To solve the Berlin problem.</i>
2	2	Developed statements (A developed statement is a simple statement with additional supporting material or explanation.) <i>e.g. Khrushchev had withdrawn his 6-month ultimatum and he met Eisenhower to discuss Berlin and also the issue of nuclear weapons.</i>

Question Number		
5 (b) (i)		Describe how Castro developed his friendship with the Soviet Union in the years 1959-62. Target: Key features /recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s) 1 mark per simple statement. <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements. <i>e.g. Castro developed trade agreements with the Soviet Union. Castro let the Soviet Union build missile bases.</i>
2	4-6	Developed statement (A developed statement is a simple statement supported by factual detail.) <ul style="list-style-type: none"> • 4-5 marks for one developed statement, according to degree of support. • 5-6 marks for two or more developed statements. <i>e.g. When Castro became leader of Cuba, he nationalised all US property and companies. As a result the USA banned the import of Cuban sugar and tobacco – this threatened to bankrupt Cuba. Castro turned to the Soviet Union for help and Khrushchev offered to buy Cuban goods as well as give economic aid. Moreover, following the Bay of Pigs incident, Castro felt that he needed a military ally. Khrushchev was happy to offer military aid and advisers because it brought the Soviet Union closer to the borders of the USA.</i>

Question Number		
5 (b)(ii)		Describe how Berlin became a flashpoint in the Cold War in the years 1961-63. Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Simple statement(s) 1 mark per point simple statement.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements. <p><i>e.g. The Berlin Wall was built.</i></p>
2	4-6	<p>Developed statement (A developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> • 4-5 marks for one developed statement, according to degree of support. • 5-6 marks for two or more developed statements. <p><i>e.g. The visit of President Kennedy to Germany and West Berlin in 1963 continued to keep Berlin as a flashpoint. He made several important speeches which kept tension high. His 'Ich bin ein Berliner' speech made the Soviet Union see that the USA would never withdraw from the city. His forceful manner kept Berlin in the news and made the Cold War warm.</i></p>

Question Number		
5 (c)		Explain why Czechoslovakia became a problem for the Soviet Union in 1968. Target: Causation/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Simple or generalised statements of causation. The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. It was a problem because of the Prague Spring. It was a problem because the Soviet Union feared the break-up of the Warsaw Pact.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	<p>Explains why causes led to the invasion. 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 was concerned that the basic ideas of the Prague Spring might spread to other members of the Warsaw Pact and lead to a weakening of the Soviet Union's control. Brezhnev saw that Ulbricht, the leader of East Germany and Gomulka, leader of Poland, were frightened that such democratic ideas would cause uprisings in their own countries. Brezhnev had to step in.</i></p> <ul style="list-style-type: none"> • 4-5 marks for one developed argument. • 6-7 marks for two developed arguments. • 8-9 marks for three developed arguments or more.
3	10-12	<p>Explains how factors are interlinked or prioritises factors.</p> <p><i>e.g. ... The spread of democracy in a Warsaw Pact country and the idea that democracy might be demanded by other Soviet satellite states created a crisis for the Soviet Union. Brezhnev felt betrayed by Dubcek and his reforms and he could not let Czechoslovakia develop close links with the West. However, the fear that Czechoslovakia might leave the Warsaw Pact and join NATO was perhaps the main reason behind military intervention.</i></p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks for linking AND prioritising factors.

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 one decision made by the USA and the Soviet Union in the Helsinki Agreements, 1975. Target: Key features/ recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Simple statement(s) <i>e.g. Soviet Union accepted the existence of West Germany.</i>
2	2	Developed statements (A developed statement is a simple statement with additional supporting material or explanation.) <i>e.g. The Soviet Union recognised Europe's frontiers and accepted the existence of West Germany.</i>

Question Number		
6 (b) (i)		Describe the key features of the role of Gorbachev in improving relations between the Soviet Union and the USA in the years 1985-89. Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s) 1 mark per simple statement. <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements. <i>e.g. He held several summit conferences with the USA.</i>
2	4-6	Developed statement (A developed statement is a simple statement supported by factual detail.) <ul style="list-style-type: none"> • 4-5 marks for one developed statement, according to degree of support. • 5-6 marks for two or more developed statements. <i>e.g. Gorbachev knew that the Soviet Union could no longer compete with the USA so he had to make some agreements with them to reduce tension. He decided to abandon the Brezhnev Doctrine and this was an instant sign that the USA no longer had to feel threatened in Europe.</i>

Question Number		
6 (b)(ii)		Describe the key features of the collapse of the Warsaw Pact in 1991. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Simple statement(s) 1 mark per simple statement.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements. <p><i>e.g. The Soviet Union fell apart so there was no support for the Warsaw Pact.</i></p>
2	4-6	<p>Developed statement (A developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> • 4-5 marks for one developed statement, according to degree of support. • 5-6 marks for two or more developed statements. <p><i>e.g. The summit between Gorbachev and Bush in 1990 covered START talks and within one year agreements had been made. The USA and the Soviet Union agreed to reduce their nuclear weapons and thus the threat of war receded. There seemed no need for east-west alliances. As the Soviet Union disintegrated and the countries of eastern Europe became independent, there was no need for the Warsaw Pact.</i></p>

Question Number		
6 (c)		Explain why a Second Cold War developed in the years 1979-84. Target: Causation/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Simple or generalised statements of causation. The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. The Soviet Union invaded Afghanistan in 1979. In 1980, Reagan was elected President of the USA and he wanted to get tough on the Soviet Union.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	<p>Explains why causes led to changes. 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 Soviet Union. He put forward the idea of the SDI and called the Soviet Union the 'evil empire'. He wanted to stop the spread of communism and was prepared to increase US defence spending which began another arms race and thus a second Cold War started.</i></p> <ul style="list-style-type: none"> • 4-5 marks for one developed argument. • 6-7 marks for two developed arguments. • 8-9 marks for three developed arguments or more.
3	10-12	<p>Explains how factors are interlinked or prioritises factors.</p> <p><i>e.g. ... A second Cold War began not only because of the invasion of Afghanistan but also 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 Soviet Union for only 15 months. The Soviet leaders just reacted to the USA and did not have any long-term plan. Perhaps the most important reason why a second Cold War began was because of Reagan - he was determined to challenge the Soviet Union and place the USA as the number one power in the world.</i></p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks for linking AND prioritising factors.

