

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

History A (The Making of the Modern World)
Unit 1: Peace and War: International Relations,
1900–91

Additional Sample Assessment Material
Time: 1 hour 15 minutes

Paper Reference

5HA01/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **three** sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

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There are SIX sections in this question paper. You must choose THREE sections from the six.

In EACH section answer Part (a), EITHER Part (b)(i) OR Part (b)(ii) AND then Part (c).

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If you answer Section 1 put a cross in this box .

SECTION 1
Why did war break out? International rivalry, 1900–14

Answer Part (a), EITHER Part (b)(i) OR Part (b)(ii) AND then Part (c).

The photograph below shows King Edward VII arriving in Paris for his visit to France, May 1903.



Question 1

Answer Part (a).

- (a) Describe **one** reason why Britain and France formed the *Entente Cordiale* in 1904. (2)

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(Total for Section 1 = 20 marks)

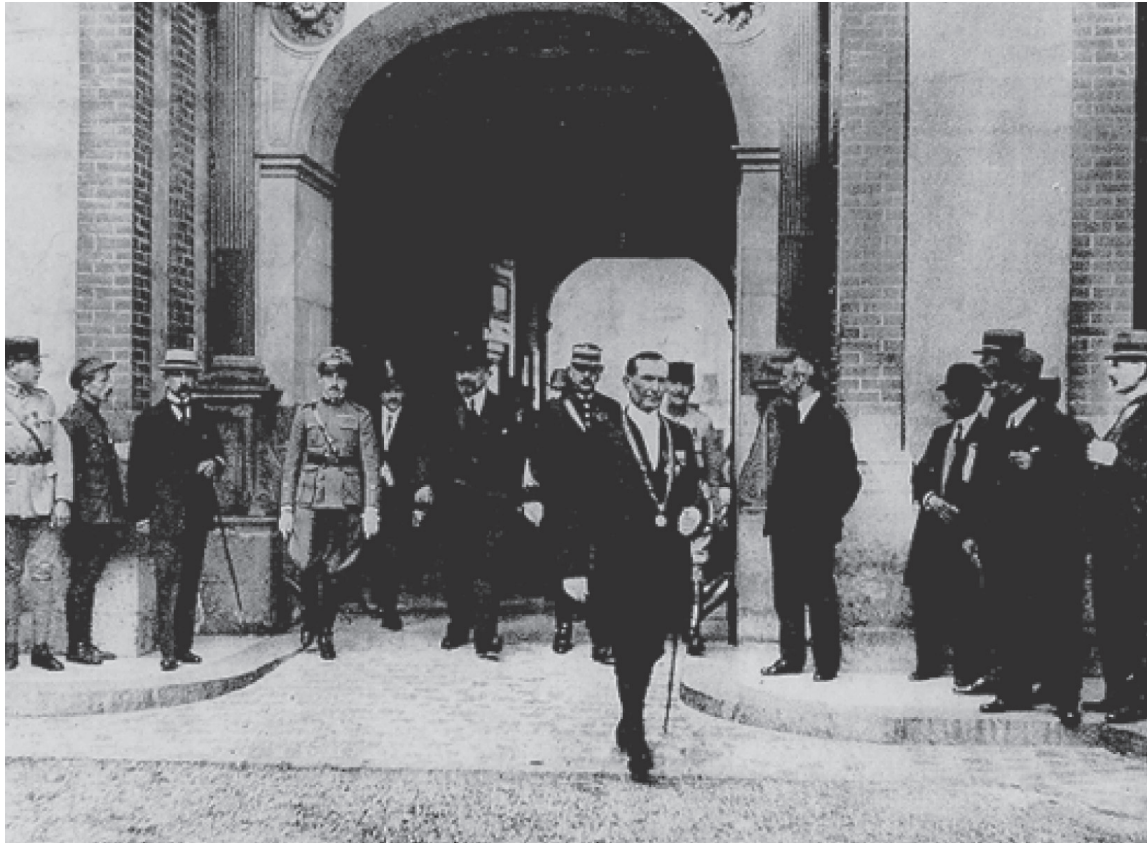


If you answer Section 2 put a cross in this box .

SECTION 2
The peace settlement, 1918–28

Answer Part (a), EITHER Part (b)(i) OR Part (b)(ii) AND then Part (c).

The photograph below shows the Chancellor of Austria on his way to sign the Treaty of St Germain.



Question 2

Answer Part (a).

(a) Describe **one** decision which was made about Austria in the Treaty of St Germain.

(2)

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Answer Part (c).

(c) Why were there disagreements between the Allied Powers at the Paris Peace Conference?

(12)

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(Total for Section 2 = 20 marks)



If you answer Section 3 put a cross in this box .

SECTION 3
Why did war break out? International relations, 1929–39

Answer Part (a), EITHER Part (b)(i) OR Part (b)(ii) AND then Part (c).

The photograph below shows German soldiers and Czech citizens in the Sudetenland, October 1938.



Question 3

Answer Part (a).

(a) Describe **one** reason why Hitler wanted *Lebensraum* for Germany.

(2)

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Answer EITHER Part (b)(i) OR Part (b)(ii).

EITHER

(b) (i) Briefly explain the key features of the German takeover of Czechoslovakia in March 1939. (6)

OR

(b) (ii) Briefly explain the key features of the Pact of Steel, May 1939. (6)

Indicate which question you are answering by marking a cross ☒ in the box. If you change your mind put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Chosen Question Number

Part (b)(i)

Part (b)(ii)

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Answer Part (c).

(c) Explain why international tension increased during the crisis over Manchuria 1931–33.

(12)

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(Total for Section 3 = 20 marks)



If you answer Section 4 put a cross in this box .

SECTION 4
How did the Cold War develop? 1943–56

Answer Part (a), EITHER Part (b)(i) OR Part (b)(ii) AND then Part (c).

The photograph below shows Soviet soldiers during the Battle of Budapest, Hungary, 1945.



Question 4

Answer Part (a).

(a) Describe **one** effect of the Soviet occupation on the people of Hungary in the late 1940s.

(2)

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Answer EITHER Part (b)(i) OR Part (b)(ii).

EITHER

(b) (i) Briefly explain the key features of the USA's growing involvement in Europe during 1947. (6)

OR

(b) (ii) Briefly explain the key features of the beginnings of the arms race in the years 1945–49. (6)

Indicate which question you are answering by marking a cross ☒ in the box. If you change your mind put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Chosen Question Number

Part (b)(i)

Part (b)(ii)

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(Total for Section 4 = 20 marks)

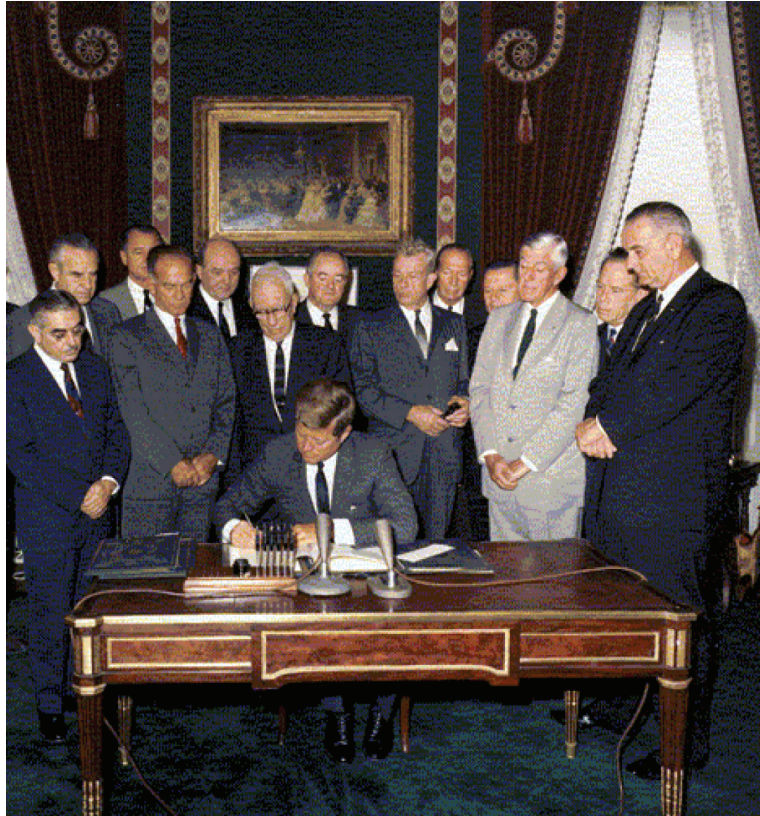


If you answer Section 5 put a cross in this box .

SECTION 5
Three Cold War crises: Berlin, Cuba and Czechoslovakia, c1957–69

Answer Part (a), EITHER Part (b)(i) OR Part (b)(ii) AND then Part (c).

The photograph below shows President Kennedy signing the Partial Nuclear Test Ban Treaty, October 1963.



Question 5

Answer Part (a).

- (a) Describe **one** decision made about the testing of weapons following the signing of the Partial Nuclear Test Ban Treaty, 1963.

(2)

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Answer EITHER Part (b)(i) OR Part (b)(ii).

EITHER

(b) (i) Briefly explain the key features of the refugee problem in Berlin in the late 1950s. (6)

OR

(b) (ii) Briefly explain the key features of the re-establishment of Soviet control over Czechoslovakia after the Prague Spring, 1968. (6)

Indicate which question you are answering by marking a cross ☒ in the box. If you change your mind put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Chosen Question Number

Part (b)(i) ☒

Part (b)(ii) ☒

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Answer Part (c).

(c) Explain why Cuba developed close relations with the Soviet Union in the years 1959–62.

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(Total for Section 5 = 20 marks)



If you answer Section 6 put a cross in this box .

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

Answer Part (a), EITHER Part (b)(i) OR Part (b)(ii) AND then Part (c).

The photograph below shows the Soviet leader, Mikhail Gorbachev, and the US President, Ronald Reagan, signing the Intermediate Nuclear Forces (INF) Treaty, 1987.



Question 6

Answer Part (a).

(a) Describe **one** decision made about nuclear weapons in the Intermediate Nuclear Forces Treaty, 1987.

(2)

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Answer Part (c).

(c) Explain why summit conferences were important in improving relations between the USA and the USSR in the years 1985–89.

(12)

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(Total for Section 6 = 20 marks)

TOTAL FOR PAPER = 60 MARKS



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Mark Scheme

Additional Sample Assessment Material

GCSE

GCSE History A (5HA01/01)

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		
1 (a)		Describe one reason why Britain and France formed the <i>Entente Cordiale</i> in 1904. Target: Causation/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s). e.g. Britain wanted to avoid isolation.
2	2	Developed statement. A developed statement is a simple statement with additional supporting material or explanation. e.g. Britain had few international agreements and following the alliance with Japan also looked for a way of ending recent hostility with France.

Question Number		
1 (b)(i)		Briefly explain the key features of the economic 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	Simple statement(s). One mark per point made to maximum of three. e.g. Germany's industry was becoming more powerful than Britain's.
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. e.g. Germany experienced an industrial revolution and the key industries such as coal, iron and steel expanded at a huge rate. By 1914, Germany was producing more iron than Britain and almost as much coal. In terms of heavy industry, Germany was the European economic superpower.

Question Number		
1 (b)(ii)		Briefly explain the weaknesses of the Ottoman Empire in the Balkans in the early years of the twentieth century to 1914. 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. e.g. Turkey found it difficult to control its territories in the Balkans.
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. e.g. Turkey had been unable to stem the growth of nationalism and had lost some of its empire by the late nineteenth century and was unable to halt the demand for independence from the remaining territories in Europe. The Young Turk Revolution of 1908 attacked the backwardness of the empire.

Question Number		
1 (c)		<p>Why did international tension increase in Europe in the period from 1912 to the assassination of Archduke Franz Ferdinand in June 1914?</p> <p>Target: Causation/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>e.g. There were wars in the Balkans in 1912 and 1913.</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 increased tension.</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p>e.g. The two Balkan Wars were themselves a cause of tension because they meant that Russia could be dragged into the conflict. Moreover, if Russia were to become involved, this might bring in its rival - Austria-Hungary. Hence the Great Powers had to ensure that the conflicts did not spread.</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>As Level 2 plus</p> <p>...In addition, Serbian nationalism continued to be a cause of tension and when the assassination of the Archduke Franz Ferdinand took place, the situation became even more tense.</p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks linking AND prioritising factors.

Section 2: The peace settlement, 1918-28

Question Number		
2 (a)		Describe one decision which was made about Austria in the Treaty of St Germain. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s). e.g. Austria lost land and was reduced in size.
2	2	Developed statement. A developed statement is a simple statement with additional supporting material or explanation. e.g. The Austro-Hungarian Empire was dissolved and territory given to the new countries of Yugoslavia and Czechoslovakia.

Question Number		
2 (b)(i)		Briefly explain the changes made in 1923 to the Treaty of Sèvres. 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. e.g. The Treaty of Lausanne in 1923 replaced the treaty of Sèvres.
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. e.g. By Lausanne, Turkey re-gained Smyrna and the surrounding area. In addition, Turkey re-gained land in Europe in Thrace and around Adrianople. To ensure a feeling of security, the Turkish border with Bulgaria and Greece was not to be garrisoned. Thus the Treaty of Sèvres was overturned.

Question Number		
2 (b)(ii)		Briefly explain the work of the Mandates Commission of the League of Nations in the 1920s. 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. e.g. The Commission was set up to look after German colonies.
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. e.g. In setting up the Commission to look after the German and Turkish colonies, the League considered them in three categories. Firstly, the colonies were given to the victors of the First World War who then had specific duties in the colonies. The categories were A, B and C. In reality, the victors took over the colonies and looked on them as part of the spoils of war.

Question Number		
2 (c)		Why were there disagreements between the Allied Powers at the Paris Peace Conference? Target: Causation/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>e.g. They each had different aims.</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 tension.</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p>e.g. Clemenceau sought to destroy the threat of Germany and he wanted to create a buffer zone at the River Rhine. This meant splitting Germany in two, but he saw this as a means to a long-lasting peace.</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>As Level 2 plus</p> <p>... however, this idea conflicted with the approach of Lloyd George who had to balance the issue of punishment with that of not alienating Germany too much. Hence tension between these two Allies increased.</p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks linking AND prioritising factors.

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

Question Number		
3 (a)		Describe one reason why Hitler wanted <i>Lebensraum</i> for Germany. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s). e.g. Hitler wanted living space.
2	2	Developed statement. A developed statement is a simple statement with additional supporting material or explanation. e.g. Germany needed more land in order to feed its large population and also allow any surplus population to settle there.

Question Number		
3 (b)(i)		Briefly explain the key features of the German takeover of Czechoslovakia in March 1939. 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. e.g. Having taken the Sudeten, Hitler wanted the rest of Czechoslovakia and he took the western part in March 1939.
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. e.g. Hitler was intent on invading Poland but he needed to ensure Czechoslovakia posed no threat to him. He made a secret deal with the Slovak People's Party and also Hungary to help him with the takeover. He then threatened to bomb Prague and the Czechs gave in and watched their country be dismembered.

Question Number		
3 (b)(ii)		Briefly explain the key features of the Pact of Steel, May 1939. 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. e.g. Between Italy and Germany in 1939.
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. e.g. The Pact followed on from the Rome-Berlin Axis and the pact was also called the Pact of Friendship and Alliance. The Pact consisted of two parts: the first section was an open declaration of continuing trust and cooperation between Germany and Italy while the second, a 'Secret Supplementary Protocol' encouraged a joint military and economic policy.

Question Number		
3 (c)		<p>Explain why international tension increased during the crisis over Manchuria, 1931-33.</p> <p>Target: Causation/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>e.g. Japan attacked a fellow member of the League and was then investigated by the Council. Italy also attacked a fellow member of the League and was reprimanded.</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 increased tension.</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p>e.g. The Japanese attack resulted in the League sending out the Lytton Commission to investigate the attack. Japan was censured for the attack but did not accept the criticism and left the League.</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>As Level 2 plus</p> <p>... The weak approach of the League was extremely significant because it encouraged the two countries to be more aggressive in the late 1930s.</p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks linking AND prioritising factors .

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

Question Number		
4 (a)		Describe one effect of the Soviet occupation on the people of Hungary in the late 1940s. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s). e.g. Soviet rule oppressed the Hungarians.
2	2	Developed statements. A developed statement is a simple statement with additional supporting material or explanation. e.g. Hungarians had to learn Russian and their culture came under attack during the occupation.

Question Number		
4 (b)(i)		Briefly explain the key features of the USA's growing involvement in Europe during 1947. 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. e.g. The USA put forward the Truman Doctrine.
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 e.g. The USA feared the spread of communism and the Greek Civil War made them realise how easily it could spread. Truman wanted to let the Soviet Union know that the USA would intervene in Europe if further communist threats were made. Initially, Truman had wanted to avoid heavy commitment in Europe after 1945, but now the involvement began to grow.

Question Number		
4 (b)(ii)		Briefly explain the key features of the beginnings of the arms race in the years 1945-49. 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. e.g. USA had the atom bomb in 1945.
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. e.g. As soon as the USA dropped the atom bomb, the USSR felt threatened. It developed a buffer zone in eastern Europe and built up its armies. It began to develop its own programme of atomic weapons and used many German scientists -as did the USA. By 1949, the USSR had developed its own atom bomb and Britain was also developing its own. However, by this time the USA had large numbers of atomic bombs and were developing the hydrogen bomb.

Question Number		
4 (c)		Why did the gulf between the Allies widen in the years 1943-46? Target: Causation/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>e.g. Stalin accused the British and the USA of delaying the Second Front.</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 widening gulf.</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p>e.g. Stalin thought that the Western Allies were deliberately delaying the Second Front in order to allow the Germans to weaken the Soviet Union. Stalin was aware that communism was not liked in the West. Moreover, at Teheran, the ideas of Churchill and Roosevelt about attacking through the Balkans were opposed by Stalin. He looked on this area as his own territory.</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>As Level 2 plus</p> <p>... However, after Yalta, it was clear that Stalin was unwilling to keep to his promises and free elections became something of a joke. Having declared war on Japan, Stalin sought only to secure as much territory as possible and this time the Western Allies were able to criticise Stalin widening the gulf ever further.</p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks linking AND prioritising factors.

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

Question Number		
5 (a)		Describe one decision made about the testing of weapons following the signing of the Partial Nuclear Test Ban Treaty, 1963. Target: Causation/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s). e.g. It banned all nuclear tests except underground ones.
2	2	Developed statements. A developed statement is a simple statement with additional supporting material or explanation. e.g. It banned all nuclear tests except underground ones so that nuclear fallout would be prevented. In addition, tests under water and in space were prohibited.

Question Number		
5 (b)(i)		Briefly explain the key features of the refugee problem in Berlin in the late 1950s. 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. e.g. There were lots of East Berliners moving to West Berlin and not returning.
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. e.g. Huge numbers of East Germans fled to the West via the gap in the iron curtain in Berlin. The number of refugees grew immensely in the late 1950s and what concerned the authorities was the fact that there were many professional people and skilled workers. East Germany could not afford to lose them.

Question Number		
5 (b)(ii)		Briefly explain the key features of the re-establishment of Soviet control over Czechoslovakia after the Prague Spring, 1968. 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. e.g. Soviet forces ordered into Czechoslovakia in the summer of 1968.
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. e.g. Soviet forces were sent in to prevent the collapse of the Warsaw Pact. The Soviet Union sought to establish 'normalisation' inside Czechoslovakia and a first step was to remove Dubcek. His replacement was Gustav Husak who was a hardline communist. His appointment meant that communism would be restored and would not be threatened in the future.

Question Number		
5 (c)		<p>Explain why Cuba developed close relations with the Soviet Union in the years 1959-62.</p> <p>Target: Causation/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>e.g. Castro needed to replace the USA as a trading partner and looked to the Soviet Union.</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 developments in relations.</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p>e.g. The USA refused to buy Cuba's biggest export - sugar. The Soviet Union quickly saw a way to gain influence in the Caribbean and offered to buy the sugar and also provide machinery, oil and technological assistance. Hence close relations were quickly cemented between the two countries.</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>As Level 2 plus</p> <p>... Moreover, Castro still felt rather vulnerable following the Bay of Pigs invasion. Though he had defeated the invaders, he needed a strong ally against the USA.</p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks 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 about nuclear weapons in the Intermediate Nuclear Forces Treaty, 1987. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s). e.g. The treaty eliminated some nuclear and conventional ground-launched ballistic and cruise missiles.
2	2	Developed statements. A developed statement is a simple statement with additional supporting material or explanation. e.g. The treaty eliminated nuclear and conventional ground-launched ballistic and cruise missiles with ranges of 500 to 5500 kilometres (300 to 3400 miles). There were to be stringent verification procedures to check that nuclear weapons were destroyed.

Question Number		
6 (b)(i)		Briefly explain the key features of the Helsinki Agreements, 1975. 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. e.g. International agreements on human rights and security
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. e.g. Each signatory agreed to respect human rights and basic freedoms such as thought, speech, religion and freedom from unfair arrest. This put pressure on the Soviet Union.

Question Number		
6 (b)(ii)		Briefly explain the key features of the Olympic boycotts, 1980 and 1984. 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. e.g. The USA decided to boycott the 1980 Olympics which were held in Moscow.
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. e.g. Following the invasion of Afghanistan, the USA took various steps to show it did not agree with the Soviet Union's actions. President went further than political action when he threatened to withhold funding from the US Olympic Committee. He pressured them to boycott the Olympics and Carter then encouraged other countries to follow suit. An alternative set of games was held.

Question Number		
6 (c)		<p>Explain why summit conferences were important in improving relations between the USA and the USSR in the years 1985-89.</p> <p>Target: Causation/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>e.g. Summit conferences were useful because Reagan and Gorbachev met on a regular basis to talk things over.</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 were important.</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p>e.g. Reagan and Gorbachev became good friends and the summit meetings became a means by which important decisions could be reached. After a shaky start in Geneva, further ones in Iceland followed and then at the Malta meeting the Cold War was declared over.</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>As Level 2 plus</p> <p>... The meetings not only created a feeling of friendship, they were seen on world television and helped to create a pop star like figure out of Gorbachev. Gorbymania was a result and this then helped to contribute to the end of the Cold War.</p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks linking AND prioritising factors .