

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

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.

Turn over ►

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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 Part (c).

Contents

| | |
|---|---------|
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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 the British battleship H.M.S. Dreadnought in 1906.



Question 1

Answer Part (a).

- (a) Describe **one** action taken by Britain and Germany in relation to their navies in the years 1900–14.

(2)

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

EITHER

(b) (i) Describe the key features of the Moroccan Crisis (1905). (6)

OR

(b) (ii) Describe the key features of the Bosnian Crisis (1908–09). (6)

Indicate which question you are answering by marking a cross . 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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The live question paper will contain one further page of lines.



Answer Part (c).

(c) Explain why war broke out in Europe in August 1914.

(12)

A series of horizontal dotted lines for writing the answer.

The live question paper will contain two further pages of lines.

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, from left to right, Lloyd George (Britain), Clemenceau (France) and Woodrow Wilson (USA) meeting at the Paris Peace Conference, 1919.



Question 2

Answer Part (a).

(a) Describe **one** decision which was made about Germany's armed forces in the Treaty of Versailles.

(2)

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

EITHER

- (b) (i) Describe how Austria and Hungary were punished by the Treaties of St Germain and Trianon. (6)

OR

- (b) (ii) Describe how the territorial terms of the Treaty of Versailles affected Germany. (6)

Indicate which question you are answering by marking a cross . 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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The live question paper will contain one further page of lines.



Answer Part (c).

(c) Explain why the Peace Settlement was changed in the years 1920–28.

(12)

A series of horizontal dotted lines provided for writing the answer.

The live question paper will contain two further pages of lines.

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 swearing the oath of loyalty to Hitler in 1935.



(Source: © CORBIS)

Question 3

Answer Part (a).

- (a) Describe **one** way in which Hitler broke the Treaty of Versailles in the years 1933–36.

(2)

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

EITHER

(b) (i) Describe the key features of the Anschluss, March 1938. (6)

OR

(b) (ii) Describe the key features of the Sudetenland Crisis, September 1938. (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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The live question paper will contain one further page of lines.



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 Churchill, Truman and Stalin shaking hands at the Potsdam Conference, July 1945.



Question 4

Answer Part (a).

- (a) Describe **one** decision that was made about Germany at the Potsdam Conference (July–August 1945).

(2)

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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 the U.S. destroyer Barry alongside the Soviet freighter Ansov during the USA's naval blockade of Cuba.



(Source: © Bettmann/CORBIS)

Question 5

Answer Part (a).

(a) Describe **one** reaction of the USA to the placing of Soviet missiles in Cuba.

(2)

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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 Soviet tanks moving into Afghanistan in early 1980.



Question 6

Answer Part (a).

(a) Describe **one** cause of the Soviet invasion of Afghanistan.

(2)

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

EITHER

(b) (i) Describe the key features of the Soviet invasion of Afghanistan (1979). (6)

OR

(b) (ii) Describe the key features of 'the Second Cold War'. (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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The live question paper will contain one further page of answer lines.



Answer Part (c).

(c) Explain why relations between the USA and the Soviet Union changed in the years 1985–89.

(12)

[Dotted lines for writing]

The live question paper will contain two further pages of lines.

TOTAL FOR SECTION 6 = 20 MARKS
TOTAL FOR PAPER = 60 MARKS



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Mark Scheme

Sample Assessment Material

GCSE History A (5HA01/01)
Unit 1: International Relations:
Peace and War, 1900-91

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Sample Assessment Material

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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 action taken by Britain and Germany in relation to their navies in the years 1900-14. Target: Causation/recall of knowledge (A01/A02) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1 | Simple statement(s) <i>e.g. They increased the sizes of them.</i> |
| 2 | 2 | Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) <i>e.g. They increased the sizes of them. For example, Britain began to build new super-ships called Dreadnoughts.</i> |

| Question Number | | |
|-----------------|------------|---|
| 1 (b)(i) | | Describe the key features of the Moroccan Crisis (1905). 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. The Moroccan crisis was when Germany tried to interfere with French control of Morocco.</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 Moroccan crisis was when Germany tried to interfere with French control of Morocco. The Kaiser did this as part of his policy to build a German empire.</i> |

| Question Number | | |
|------------------|------------|--|
| 1 (b)(ii) | | Describe the key features of the Bosnian Crisis (1908-09). 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. In 1908 Bosnia and Herzegovina were annexed by Austria-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. In 1908 Bosnia and Herzegovina were annexed by Austria-Hungary. There was a revolution in Turkey at the time so it could not stop the annexation. The Serbians were angry at this takeover. There were three million Serbs in Bosnia-Herzegovina and Serbia hoped to include them in 'Greater Serbia'.</i></p> |

| Question Number | | |
|-----------------|--------------|---|
| 1 (c) | | Explain why war broke out in Europe in August 1914. 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. Because the nations didn't trust each other.</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 war. 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 Austrians delivered an ultimatum to Serbia which was rejected. Austria thought that the Serbians were supporting the assassins. Consequently Austria declared 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. ...The Austrians delivered an ultimatum to Serbia which was rejected. Austria thought that the Serbians were supporting the assassins. Consequently Austria declared war. This on its own would not have caused a general European war, but you have to bear in mind that at this time the European powers were divided into two separate alliances. The Austrians were in an alliance with Italy and Germany. They knew that the Germans would support them if Serbia's allies, Russia declared war on Austria. So this gave them the confidence to attack Serbia.</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 decision which was made about Germany's armed forces in the Treaty of Versailles. Target: Key features/ recall of knowledge (A01/A02) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1 | Simple statement(s) <i>e.g. The army and navy were limited in size.</i> |
| 2 | 2 | Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) <i>e.g. The army was limited in size. Conscription was banned and the army could not be any larger than 100,000 men.</i> |

| Question Number | | |
|-----------------|------------|--|
| 2 (b)(i) | | Describe how Austria and Hungary were punished by the Treaties of St Germain and Trianon. 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. The division of Austria-Hungary was maintained.</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 division of Austria-Hungary was maintained, because the peace-keepers wanted to keep Austria weak. Austria was not permitted to join with Germany (Anschluss) because joining with Germany might make both countries strong enough to be a threat.</i> |

| Question Number | | |
|------------------|------------|---|
| 2 (b)(ii) | | Describe how the territorial terms of the Treaty of Versailles affected Germany. 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. Germany lost its colonies.</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. Germany lost its colonies. This was because colonies were thought to provide economic and military benefits and the treaty was to punish Germany.</i> |

| Question Number | | |
|-----------------|--------------|--|
| 2 (c) | | Explain why the Peace Settlement was changed in the years 1920-28. 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 thought Germany had been treated too harshly.</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. One reason was the fact that reparations were much too high and by 1923 Germany was struggling to pay her debts.</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. ...One reason was the fact that reparations were much too high and by 1923 Germany was struggling to pay her debts. Another reason was that the Turkish nationalists refused to accept the Treaty of Sevres. They said that it was too harsh and their strong stance forced the peacekeepers to reconsider</i></p> <p><i>So there is a link here between the two factors and, in reality, there was only one reason why the peace was changed. The peace-makers thought that they had been too harsh on the defeated powers. So when the Turkish nationalists complained and when Germany could make its reparation payments, changes were made.</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 way in which Hitler broke 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 | Simple statement(s) <i>e.g. He built up his armed forces.</i> |
| 2 | 2 | Developed statement (A developed statement is a simple statement with additional supporting material or explanation.) <i>e.g. He built up the army by reintroducing conscription. The army was supposed to be no bigger than 100,000.</i> |

| Question Number | | |
|-----------------|------------|---|
| 3 (b)(i) | | Describe the key features of the Anschluss, March 1938. 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. In the Anschluss Hitler took over Austria.</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. In the Anschluss Hitler took over Austria. This had always been one of his aims as it was a step to forming Greater Germany. He encouraged the Austrian Nazis under Seyss-Inquart to demand the German takeover. This would give Hitler an excuse to intervene.</i> |

| Question Number | | |
|------------------|------------|--|
| 3 (b)(ii) | | Describe the key features of the Sudetenland Crisis, September 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. Hitler wanted to control the Sudetenland. He ordered the Germans living there to start causing difficulties.</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. Hitler wanted to control Czechoslovakia so that it would not be so difficult to fight a war in the west. He also wanted to reunite all Germans and there were Germans in the Sudetenland. Eventually there was a conference at Munich and the Sudetenland was given to Germany because Britain and France were following a policy of appeasement and wanted to avoid fighting.</i></p> |

| Question Number | | |
|-----------------|--------------|--|
| 3 (c) | | Explain why relations between Britain and Germany changed in the period 1936-39. Target: Causation/recall of knowledge (A01/AO2) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-3 | Simple or generalised statements of causation. The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations. <i>e.g. This was because Germany took more land.</i> <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 | 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. <i>e.g. One reason was the takeover of the rest of Czechoslovakia in March 1939. Hitler had broken his promise and Britain now realised that they could not trust him.</i> <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 | Explains how factors are interlinked or prioritises factors. <i>e.g. ...There are a lot of reasons. Hitler remilitarized the Rhineland and this worried Britain. Hitler broke the Treaty of Versailles by carrying out the Anschluss and occupying Austria, which Britain didn't like. Hitler was also rearming. So these all harmed relations. Perhaps the most important reason, however, was that Hitler had promised Chamberlain at Munich that he had no more territorial ambitions. So when he took over the rest of Czechoslovakia in March 1939, he was breaking that promise. Britain now realised that they could not trust him. In this period Hitler showed that he could not be trusted, but the breaking of the Munich Agreement was a clear message that he did not intend to keep to agreements he made. So relations between Britain and Germany worsened.</i> <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 decision that was made about Germany at the Potsdam Conference (July–August 1945). Target: Key features/recall of knowledge (A01/A02) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1 | Simple statement(s) <i>e.g. Germany was divided.</i> |
| 2 | 2 | Developed statements (A developed statement is a simple statement with additional supporting material or explanation.) <i>e.g. Germany was divided. It was split into zones of occupation as agreed at Yalta.</i> |

| Question Number | | |
|-----------------|------------|---|
| 4 (b)(i) | | Describe the key features of the Truman Doctrine (1947). 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. The Truman Doctrine was part of the plan to stop the spread of communism.</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 Truman Doctrine was part of the plan to stop the spread of communism. The USA was following a policy of containment and by giving money to countries like Greece and Turkey they stopped them going communist.</i> |

| Question Number | | |
|------------------|------------|---|
| 4 (b)(ii) | | Describe the key features of the Marshall Plan (1947). 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 Marshall Plan was part of the USA plan to stop the spread of communism.</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 Marshall Plan was part of the USA plan to stop the spread of communism. The Americans thought that communism grew where there was poverty and so decided to help those countries in need. Any country which wanted to apply could receive aid. In total \$13 billion was given to 16 western countries.</i></p> |

| Question Number | | |
|-----------------|--------------|---|
| 4 (c) | | <p>Explain why relations between the USA and the Soviet Union grew worse in the years 1943-56.</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. The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. This was because of the Berlin Blockade.</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. One reason was the Blockade which meant that the USA had to fly food to Berlin. The blockade offended the Americans and the rescue flights made the Soviet Union angry. So relations grew worse.</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. ...One reason was the Blockade which meant that the USA had to fly food to Berlin. The blockade offended the Americans and the rescue flights made the Soviet Union angry. So relations grew worse. But this isn't the real reason. It is just an example of the way the Americans and the Soviets behaved. It doesn't really matter which event you look at. There is only one reason why relations grew worse and that underpins everything that happened. The Americans and the Soviets did not trust each other and kept trying to outdo the other side. Once you can see that, it explains everything.</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 reaction of the USA to the placing of Soviet missiles in Cuba. Target: Causation/recall of knowledge (A01/AO2) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1 | Simple statement(s) <i>e.g. The Americans decided to make sure that the Soviets could not send more missiles.</i> |
| 2 | 2 | Developed statements (A developed statement is a simple statement with additional supporting material or explanation.) <i>e.g. The Americans decided to make sure that the Soviets could not send more missiles. They set up a blockade around Cuba to stop Soviet ships on their way to the island.</i> |

| Question Number | | |
|-----------------|------------|--|
| 5 (b)(i) | | Describe the key features of the 'Prague Spring' in Czechoslovakia (1968). 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. In the 1960s there were protests about the low standard of living in Czechoslovakia...</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. In the 1960s there were protects about the low standard of living in Czechoslovakia. The people believed that the tough communist policies were making life difficult and wanted reform...</i> |

| Question Number | | |
|------------------|------------|---|
| 5 (b)(ii) | | Describe the key features of the Berlin Crisis (1961). 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. In 1961 there was a crisis over how Berlin should be governed.</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. In 1961 there was a crisis over how Berlin should be governed. It was a trouble spot because it was seen by the Russians as an insult to them as it was in the middle of communist controlled territory. Khrushchev wanted the western powers to leave Berlin, but Kennedy said no. He was determined to show the world that he was going to stand up to Khrushchev and stop the spread of communism.</i></p> |

| Question Number | | |
|-----------------|--------------|--|
| 5 (c) | | Explain why relations between the USA and the Soviet Union changed in the years 1962-69. 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. Relations got better because a hot line was set up.</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 hot line was established and this meant that communications could be swift and there would be no time wasted in any future dispute. This showed that the Superpowers were improving 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. ...The hot line was established and this meant that communications could be swift and there would be no time wasted in any future dispute. This showed that the Superpowers were improving relations. But in the final (4) analysis, it wasn't the hotline that really improved relations. Relations got better because both sides had been so scared by what went on in the Cuban Missile Crisis that they felt the need to find ways to avoid bringing the world so close to war again. So the hotline, test ban, grain sales etc. all stem from that.</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 cause of the Soviet invasion of Afghanistan. Target: Key features/ recall of knowledge (A01/AO2) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1 | Simple statement(s) <i>e.g. This was to stop Islamic fundamentalists taking over.</i> |
| 2 | 2 | Developed statements (A developed statement is a simple statement with additional supporting material or explanation.) <i>e.g. To stop Islamic fundamentalists taking over. There was a fear that if Islamic fundamentalists took over then many of the states of the Soviet Union would be influenced and seek separation.</i> |

| Question Number | | |
|-----------------|------------|---|
| 6 (b)(i) | | Describe the key features of the Soviet invasion of Afghanistan (1979). 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. The Soviet Union invaded Afghanistan in December 1979.</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 Soviet Union invaded Afghanistan in December 1979. It was very worried about the growth of Islamic fundamentalism as it had many Muslims in its territories. Western powers were very critical of the invasion. President Carter called the invasion the biggest threat to world peace since the Second World War and it destroyed détente.</i> |

| Question Number | | |
|------------------|------------|--|
| 6 (b)(ii) | | Describe the key features of 'the Second Cold War'. 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 Second Cold War was when relations between the Soviet Union and the USA worsened.</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 Second Cold War was when relations between the Soviet Union and the USA worsened. It started when the Soviet Union invaded Afghanistan in December 1979. The Americans were extremely angry about this invasion and attitudes hardened towards the Soviet Union. President Carter began increasing military spending and boycotted the 1980 Moscow Olympics.</i></p> |

| Question Number | | |
|-----------------|--------------|--|
| 6 (c) | | <p>Explain why relations between the USA and the Soviet Union changed 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. The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. This was because Gorbachev became leader of 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. One reason was that Gorbachev realised the economic problems of the Soviet Union and he knew he had to change policies quickly. This meant rejecting many of the old attitudes so relations had to get better.</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. ...one reason was that Gorbachev realised the economic problems of the Soviet Union and he knew he had to change policies quickly. This meant rejecting many of the old attitudes so relations had to get better .The reasons really are linked. Gorbachev wanted better relations and so did the Americans. That was the basis for everything that happened. If you add to that the Soviet need to save money and the lessening fear that the USA had towards a weakening Soviet Union, it all makes sense.</i></p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks for linking AND prioritising factors. |