

Mark Scheme (Results) January 2011

GCSE

GCSE History A (5HA01/01)

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January 2011

Publications Code UG026461

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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

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 Austria-Hungary seized Bosnia in 1908. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s). <i>e.g. Turkey was weak.</i>
2	2	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation) <i>e.g. Austria-Hungary feared Serb nationalism and took Bosnia before Serbia did.</i>

Question Number		
1 (b)(i)		Briefly explain the key features of the Second Moroccan Crisis (1911). Target: Key features/ recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. Germany sent gunboat to Morocco. Britain concerned at German naval threat.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation) One mark within level per developed point. <i>e.g. A key feature was the months of negotiation after which the French and German governments reached agreement in November 1911. Germany agreed to allow France a free hand in Morocco and the French handed over some land in Central Africa whereby Germany was given the Cameroons as compensation.</i>

Question Number		
1 (b)(ii)		Briefly explain the key features of the Second Balkan War (1913). Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. Bulgaria attacked Serbia and Greece.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). One mark within level per developed point. <i>e.g. The 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>

Question Number		
1(c)		Explain why rivalry developed between Britain and Germany in the years 1900-14. Target: Causation/recall of knowledge (A01/AO2)
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. <i>They were rivals for trading markets.</i> <i>They built large numbers of battleships.</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 rivalry.</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. <i>By 1914, Germany was producing as much coal as Britain and manufacture more iron. More importantly, Germany was making twice as much steel and even made more cotton cloth. As Britain also faced a challenge from the USA, competition from Germany meant that rivalry grew.</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>As Level 2 plus</p> <p><i>Above all competition over their economies, armed forces and empires seemed to create an even greater feeling of rivalry. As Germany's economy grew it was able to build bigger armed forces and this caused Britain to develop its own brand of battleship. It would appear that the economy was the key factor.</i></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 reason why France occupied the Ruhr in 1923. Target: Key features/ recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s). <i>e.g. Germany had broken the terms of the Treaty of Versailles.</i>
2	2	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). <i>e.g. Germany had broken the terms of the Treaty of Versailles because payments of reparations had stopped being paid.</i>

Question Number		
2 (b)(i)		Briefly explain the military restrictions placed on Germany by the Treaty of Versailles. Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. German army limited. No heavy artillery.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). One mark within level per developed point. <i>e.g. To prevent future aggression, the German army was limited to 100,000 men and there could be no conscription which restricted the nature of the force.</i>

Question Number		
2 (b)(ii)		Briefly explain the key features of the Locarno Pact (1925). Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statement(s). One mark per point made to maximum of three.</p> <p><i>e.g. Germany's borders with Belgium and France would never be changed.</i> <i>The Rhineland should remain permanently demilitarised.</i></p>
2	4-6	<p>Developed statement. (a developed statement is a simple statement with additional supporting material or explanation).</p> <p>One mark within level per developed point.</p> <p><i>e.g. The Locarno agreement was a positive thing for Europe because it brought France and Germany closer together and seemed to end the wartime hostility. France was reassured that her borders with Germany were accepted by the German government and also guaranteed by Britain. It was decided that disputes about Germany's borders with Poland and Czechoslovakia would be settled by arbitration but France was concerned about Britain's unwillingness to guarantee the eastern borders.</i></p>

Question Number		
2 (c)		<p>Explain why the League of Nations experienced failures in the 1920s.</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.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Met infrequently</i> <i>Not all countries were members</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 there were failures.</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p><i>e.g. When the League was first founded it lacked three major powers - USA, Germany and Russia. Only Germany joined in the 1920s. To have a world organisation without such countries weakened the League and put pressure on Britain and France. It also meant that decisions such as trade sanctions could be meaningless when such economic powerhouses were not bound to follow.</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>As Level 2 plus</p> <p><i>Infrequent meetings, the idea of unanimity, lack of an army were all reasons behind the lack of success, but the most important was the absence of great powers because it made the League weak.</i></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 Britain followed a policy of appeasement in the 1930s. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s). <i>e.g. To avoid war.</i>
2	2	Developed statement (a developed statement is a simple statement with additional supporting material or explanation). <i>e.g. It was based on the idea that Hitler had a limited number of legitimate grievances and conflict could be avoided by discussion.</i>

Question Number		
3 (b)(i)		Briefly explain the key features of relations between Germany and Italy in the years 1936-38. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. Made the Rome-Berlin Axis in 1936.</i> <i>Italy accepted the Anschluss.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). One mark within level per developed point. <i>e.g. In October 1936, Germany and Italy signed a formal alliance which Mussolini called the Rome-Berlin Axis. This alliance contained a clause which said that Germany and Italy would follow a common foreign policy. This was shown later that year when the two countries began to send military assistance to the fascists in Spain.</i>

Question Number		
3 (b)(ii)		Briefly explain the key features of Hitler's challenges to the Treaty of Versailles in the years 1933-36. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. Hitler introduced conscription. Built up army more than Versailles allowed.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). One mark within level per developed point. <i>e.g. Hitler concentrated on building up his army and ensuring he could defend Germany. He re-introduced conscription and soon had an army of 550,000, on both counts breaking Versailles.</i>

Question Number		
3(c)		<p>Explain why international tension increased in Europe in the period from Hitler's takeover of Czechoslovakia (March 1939) to his invasion of Poland (1 September 1939).</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.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Hitler took over rest of Czechoslovakia. Hitler and Mussolini seized land in Europe.</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 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><i>e.g. When Hitler took the rest of Czechoslovakia, he broke the promises he made at Munich and this showed that he could no longer be trusted. It pushed Britain to make an agreement with Poland and caused relations to worsen. After this he seized Memel and many saw war on the horizon.</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>As Level 2 plus</p> <p><i>The fact that the two European dictators seized land without any real opposition made the situation worse. The League of Nations was by now of no use and Britain had started re-arming and had given promises to several countries to guarantee their borders. It seemed that Hitler and Mussolini had not been challenged - this was the issue - and this led to a feeling that the tension would lead to war.</i></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 reason why the Allies met at Yalta in February 1945. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s) <i>e.g. To discuss what to do with Germany.</i>
2	2	Developed statements (a developed statement is a simple statement with additional supporting material or explanation) <i>e.g. To work out a clear strategy for ending the war against Germany and Japan and then sort out issues after fighting ended.</i>

Question Number		
4 (b)(i)		Briefly explain what the Allies decided about Germany at the Potsdam Conference (1945). Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. Nazi Party was banned.</i> <i>Germany divided into four zones.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). One mark within level per developed point. <i>e.g. It was decided to put leading members of the Nazi Party on trial as war criminals. These trials were to be held at Nuremberg. It was also decided that the Nazi Party would be banned and that there would be a policy of de-nazification which would remove the traces of Nazi rule in Germany.</i>

Question Number		
4 (b)(ii)		Briefly explain the key features of the events of the Hungarian Uprising (1956). Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. Hungarians rebelled against the Soviet occupation. Nagy tried to leave the Warsaw Pact.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). One mark within level per developed point. <i>e.g. After the 'secret speech', there were riots in Hungary against Soviet control and as a result, Khrushchev agreed to the appointment of Nagy, a more liberal leader. Nagy wanted to leave the Warsaw Pact and move towards a democracy. Khrushchev did not want any changes so he ordered in tanks and there followed several weeks of fighting. Nagy was arrested and executed.</i>

Question Number		
4 (c)		Explain why relations between the USA and USSR worsened in the years 1949-55. Target: Causation/recall of knowledge (A01/AO2)
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><i>e.g. The Berlin Blockade was still going on. The USSR felt threatened by the formation of NATO.</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 uprising.</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p><i>e.g. As the Berlin Blockade developed, it became clear that the two former allies had become enemies. Each Superpower tried to develop its own area of Europe and the Soviet Union formed Comecon in retaliation to the Marshall Plan. This then continued when they formed West and East Germany from their zones of occupation.</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>As Level 2 plus</p> <p><i>The differences between the Superpowers grew and after the failure of the Blockade, Stalin wanted greater control and so he spread his economic influence, just like the USA. It was perhaps the formation of the two military alliances which created the greatest tension - NATO in 1949 and the Warsaw Pact in 1955.</i></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 reason why the summit conference between Eisenhower and Khrushchev in May 1960 collapsed. Target: Causation/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1	Simple statement(s). <i>e.g. It was because of the U2 crisis.</i>
2	2	Developed statements. (a developed statement is a simple statement with additional supporting material or explanation) <i>e.g. An American spy-plane had been shot down over the USSR and President Eisenhower refused to apologise for the US spying activities.</i>

Question Number		
5 (b)(i)		Briefly explain the key features of the events of the crisis about Berlin in 1961. Target: Key features /recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. The Wall was built.</i> <i>Khrushchev demanded that US troops withdraw from Berlin.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). One mark within level per developed point. <i>e.g. Khrushchev was aware that East Berliners were leaving the city at an alarming rate and he had to stop them. The only way to stop the brain drain and the threat to East Germany's economy was to build a barrier and in August 1961, the Wall was constructed.</i>

Question Number		
5 (b)(ii)		Briefly explain the key features of the events of the Cuban Missiles Crisis in October 1962. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. USSR placed missile bases on Cuba. USA established a quarantine around Cuba.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). One mark within level per developed point. <i>e.g. Once the USA knew there were missile bases, Kennedy decided to place a naval quarantine around Cuba. Any military vessel or ship carrying materials for the bases would not be permitted to pass. Any attempt to pass would be met with force. The USSR turned several ships away and after an exchange of letters, Khrushchev pulled out the bases. The USA also pulled out its missile bases from Italy and Turkey.</i>

Question Number		
5 (c)		<p>Explain why Soviet and Warsaw Pact forces invaded Czechoslovakia in 1968.</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><i>e.g. The Soviet Union invaded because of the Prague Spring. 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 crises.</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p><i>e.g. The Soviet Union 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. In addition, Ulbricht, the leader of East Germany and Gomulka, leader of Poland, were frightened that such democratic ideas would cause uprisings in their own countries.</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>As Level 2 plus</p> <p><i>The spread of democracy in a Warsaw Pact country and the idea that democracy might be demanded by other Soviet satellite states pushed the Soviet Union to send forces into Czechoslovakia. 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 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 human rights 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. Signatories would respect basic human rights.</i>
2	2	Developed statements (a developed statement is a simple statement with additional supporting material or explanation) <i>e.g. Basic human rights were defined such as freedom of speech and religion and countries had to respect these.</i>

Question Number		
6 (b)(i)		Briefly explain the key features of the summit conferences between the Superpowers in the years 1985-88. Target: Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. Gorbachev and Reagan met several times to discuss the Cold War.</i> <i>They met in Iceland to discuss arms reductions.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). One mark within level per developed point. <i>e.g. The summit conferences proved to be the breakthrough in Superpower relations. The first meeting in Iceland achieved little because Reagan still wanted to keep SDI. However, at the third meeting in 1987, the INF Treaty was signed and this signalled a clear improvement. The summit conference in Moscow in 1988 showed the world that the USA and the USSR were now on very friendly relations.</i>

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Question Number		
6 (b)(ii)		Briefly explain the key features of the collapse of the Soviet Union in the years 1989-91. Target: Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	Simple statement(s). One mark per point made to maximum of three. <i>e.g. There were economic problems facing the Soviet Union. Gorbachev was prepared to make reforms to the communist state. National groups wanted freedom.</i>
2	4-6	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation). One mark within level per developed point. <i>e.g. Economic problems led to Gorbachev relaxing the Soviet Union's grip on the satellite states and in 1989 the iron curtain came down. Allowing freedom in eastern Europe had tremendous effects on the Soviet Union and in 1990, Estonia, Latvia and Lithuania declared themselves independent. There were other demands for independence by national groups and this pressure led to the end of the Soviet Union.</i>

Question Number		
6 (c)		<p>Explain why relations between the USA and Soviet Union changed in the years 1979-83.</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.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. The Soviet Union invaded Afghanistan. Reagan was tough on communism.</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.</p> <p>The student supports the statement with relevant contextual knowledge to show how the event led to the stated outcome.</p> <p><i>e.g. President Reagan hated communism and called the Soviet Union and its satellites the 'evil empire'. He wanted to stop the spread of communism and announced that he would increase defence spending in order to challenge the Soviet Union. He took the arms race further than ever when he announced the development of SDI. His aggressive policy clearly worsened relations with the Soviet Union.</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>As Level 2 plus</p> <p><i>The invasion of Afghanistan was crucial in the change in relations because it ended détente. However, the policies of Reagan were perhaps the most important reason behind the changes. His decision to increase defence spending and his open hostility in speeches made it clear that unless the Soviet Union softened its policies then the USA would not avoid conflict.</i></p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks linking AND prioritising factors .

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