

Mark Scheme (Results) Summer 2011

GCSE History A (5HA01/01)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can contact our History Advisor directly by sending an email to Mark Battye on HistorySubjectAdvisor@EdexcelExperts.co.uk

You can also telephone 0844 576 0034 to speak to a member of our subject advisor team.

June 2011

Publications Code UG028168

All the material in this publication is copyright

© Edexcel Ltd 2011

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		Target
1 (a)		Describe one reason why Kaiser William II's visit caused a crisis over Morocco in 1905. Key features/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s). <i>e.g. Kaiser wanted to test the entente.</i>
2	2	Developed statement. (a developed statement is a simple statement with additional supporting material or explanation) <i>e.g. Kaiser wanted to test the entente and supported Morocco against France.</i>

Question Number		Target
1 (b) (i)		Briefly explain the key features of the Triple Alliance. 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. Between Germany, Italy and Austria.</i> <i>Germany's way of isolating France.</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 way that Germany and its allies isolated and surrounded France. Germany expected a war against France and the alliance with Italy and Austria would provide valuable support if war broke out.</i>

Question Number		Target
1 (b) (ii)		Briefly explain the key features of the Triple Entente. 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. Formed between Britain, France and Russia.</i> <i>It was not a military agreement.</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. Britain had been looking for closer relations with countries and made the friendly understanding with France in 1904. It was agreed that neither country would quarrel over colonies. In addition, the two countries were able to reach agreements over Egypt and Morocco.</i>

Question Number		Target
1(c)		Explain why tension between the Great Powers increased in the years 1908–13. 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. Austria seized Bosnia.</i> <i>There were two wars in the Balkans in 1912-13.</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 rivalry.

		<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. ...Though Austria had occupied Bosnia since 1878, it feared that the Young Turks might try to regain the territory. Consequently the decision was taken to annex the province permanently. This caused a crisis with Russia who saw itself as the protector of the Slavs in Bosnia. Russia called for a conference but Austria refused and was supported by Germany who virtually threatened war if Russia did not accept Austria's actions.</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>e.g. ... Problems in the Balkans worsened during the period and Slav nationalism was a crucial factor. It led to wars in 1912 and 1913 and the intervention of the major powers. However, relations between the major powers worsened and Morocco and the arms race are just as important in the increase of tension. Each incident involved some of the major powers and it only needed one issue to involve all powers to create a 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 2: The peace settlement 1918-28

Question Number		Target
2 (a)		Describe one decision which was made about Turkey at the Treaty of Lausanne in 1923. Key features/ recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s). <i>e.g. Turkey agreed to give up the non-Turkish parts of its empire</i>
2	2	Developed statement (a developed statement is a simple statement with additional supporting material or explanation) <i>e.g. ...The Treaty of Sèvres was amended and Smyrna was returned to Turkey. Land that had been given to Greece was returned - Thrace and Adrianople were returned to Turkey.</i>

Question Number		Target
2 (b) (i)		Briefly explain the key features of the peace-keeping role of the League of Nations in the years 1920–28. 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. Let Poland keep Vilna. Aaland Islands problem solved. Let Mussolini bluster over Corfu.</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. ...Following the shooting of an Italian general while working on border issues between Greece and Albania. The Italian dictator, Mussolini, demanded immediate compensation of 50 million lire. The Greeks refused to</i>

		<i>pay and Mussolini ordered the bombardment and occupation of the Greek island of Corfu. Greece appealed to the League and Mussolini rejected its right to do so. Solved by the Council of Ambassadors – League failed. Greater success over the Greek-Bulgarian crisis in 1925.</i>
--	--	---

Question Number		Target
2 (b) (ii)		Briefly explain the key features of the work of the Slavery and Refugee Commissions of the League of Nations. 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. Tried to end slavery and trading in slaves. Sorted out problems of refugees especially in Greece and Turkey.</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 Slavery Commission was concerned with eradicating slavery and slave trading across the world. It was able to persuade the governments who administered mandated territories to end slavery there. The League secured a commitment from Ethiopia to end slavery as a condition of membership in 1926, and worked with Liberia to abolish forced labour and inter-tribal slavery. There was some success in West Africa, where 200,000 slaves were emancipated in Sierra Leone.</i>

Question Number		Target
2 (c)		Explain why international relations with Germany changed in the years 1923–28. 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

		<p>contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. Worsened when France occupied the Ruhr. Improved after the Locarno Agreements.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements.
2	4-9	<p>Explains why 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. ...The period began when France and Belgium invaded the Ruhr because of Germany had been unable to pay its reparations. This caused a deterioration in relations because the French sent in troops who were very brutal and some Germans were killed. However, the recovery of the German economy after 1924 led to improvements.</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>e.g. ...It would seem that the improvements in Germany's economy and a willingness of the wartime Allies to help Germany led to eventual improvements. From invasion to removal of troops and then bringing Germany into the League show that the changes are clearly linked.</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		Target
3 (a)		Describe one reason why Hitler carried out the <i>Anschluss</i> in 1938. Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s). <i>e.g. Part of his policy of uniting Germans. Confident his policy was just.</i>
2	2	Developed statement (a developed statement is a simple statement with additional supporting material or explanation) <i>e.g. ...He had tried this before and now he knew that Mussolini would not stop him and in addition, Britain's policy of appeasement meant there would be no opposition.</i>

Question Number		Target
3 (b) (i)		Briefly explain the key features of the German re-occupation of the Rhineland in 1936. 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 troops entered the Rhineland against the Treaty of Versailles. Britain took no action.</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. ...Germany had claimed that the Treaty of Versailles had weakened its western borders by de-militarising the Rhineland. Hitler wanted to see how Britain and France</i>

		<i>would react and defied the treaty. The French did nothing and Britain was unwilling to cause a crisis.</i>
--	--	---

Question Number		Target
3 (b) (ii)		Briefly explain the key features of the Nazi–Soviet Pact, 1939. 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. Soviet Union and Germany agreed not to attack each other.</i> <i>A deal was made about dividing up Poland.</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 pact was a ten-year non-aggression agreement between Germany and the Soviet Union and there was a public statement that each country would not attack the other. Stalin was keen to avoid war because his armed forces were weak and this agreement bought him time. There were some secret clauses in the agreement.</i>

Question Number		Target
3(c)		Explain why the League of Nations failed to solve the Abyssinian Crisis, 1935–36. 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. Need to remain on good terms with Mussolini.</i> <i>Partial sanctions only</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	<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. ...The League imposed economic sanctions but they were not wide-ranging enough. Though weapons, iron and rubber were on the sanctions list, oil was not. In addition, the League did not ask Britain and France to close the Suez Canal to Italian shipping and this enabled Mussolini to continue his military campaign with ease.</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>e.g. ...In the crisis, the League was unwilling to take full sanctions against the transgressor. There was an unwillingness to go to war and there was a degree of selfishness especially about trade and going to war. It is difficult to separate out the factors – selfishness, weaknesses, poor organisation – each is important. Simply put, the League failed because it did not follow its Covenant.</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		Target
4 (a)		Describe one cause of the Soviet invasion of Hungary in 1956. Key features/recall of knowledge (A01/AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s) <i>e.g. Soviet Union feared Hungary leaving Warsaw Pact.</i>
2	2	Developed statements (a developed statement is a simple statement with additional supporting material or explanation) <i>e.g. If Hungary left the Warsaw Pact it might encourage other members and destroy the Soviet alliance system.</i>

Question Number		Target
4 (b) (i)		Briefly explain the main decisions made about Germany at the Yalta Conference in February 1945. 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. It was agreed Germany was to be divided.</i> <i>Leaders of the Nazi Party would be tried.</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. e.g. ...The Yalta Conference was an attempt to work out what to do with Germany once the war was over. Germany was to be divided and administered by the Big Three but after Churchill insisted, the French were also given an occupation zone. It was agreed that Berlin would also be divided but there would be a joint commission of the Allies to run the

		city.
--	--	--------------

Question Number		Target
4 (b) (ii)		Briefly explain the key features of the Warsaw Pact, 1955. 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. Soviet response to NATO.</i> <i>Comprised of Soviet satellite states in 1955.</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 Pact was created by the USSR and formed in response to West Germany joining NATO. It was called the Eastern European Mutual Assistance Treaty and each country agreed that an attack on one was an attack on all. Military exercises were held in each country on a rotating basis and the overall head of forces was a Soviet commander.</i>

Question Number		Target
4 (c)		Explain why relations between the USA and USSR worsened in the years 1947–49. 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. The USA issued the Truman Doctrine.</i> <i>The Soviet Union began to blockade the western part of Berlin.</i> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements.

		<ul style="list-style-type: none"> • 3 marks for three or more simple statements.
2	4-9	<p>Explains why causes led to worsening</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. ...1947 seemed to be a year when the wartime alliance broke down. Following Britain's inability to continue offering support to the monarchists in Greece against the communists, the USA stepped in with aid. It offered \$400million of military and economic aid to support the government. From this emerged the Truman Doctrine whereby the USA promised to defend any country being threatened by 'armed minorities or outside pressure'. He meant communists and Stalin saw this as a threat and thus began the open worsening of 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>As Level 2 plus</p> <p><i>e.g. ... Relations between the Superpowers had already been deteriorating before 1947, but as soon as the Truman Doctrine was issued it seemed they could not be improved. The Marshall Plan further threatened the Soviet Union and then the response of Moscow with Cominform and Comecon and the Berlin Blockade all served to worsen an already bad situation. Though the reasons are linked, the Truman Doctrine would appear to be the root cause.</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		Target
5 (a)		Describe one international reaction to the Soviet invasion of Czechoslovakia in 1968. Causation/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s) <i>e.g. USA condemned the invasion.</i>
2	2	Developed statements (a developed statement is a simple statement with additional supporting material or explanation) <i>e.g. Yugoslavia and Romania condemned the invasion and split the communist world by making an alliance with Communist China.</i>

Question Number		Target
5 (b) (i)		Briefly explain the key features of the opposition to Soviet control in Czechoslovakia in the spring of 1968. 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. The weak economy caused Czechs to complain. Demands of greater democracy.</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 Soviet Union had forced Czech industry to produce materials for the Soviet economy. The Czechs had experienced falling living standards and began to demand</i>

		<i>reforms and this meant attacking the leadership of Novotny who followed whatever Moscow said. Novotny's position was challenged and he was replaced by a more liberal leader, Dubcek.</i>
--	--	--

Question Number		Target
5 (b) (ii)		Briefly explain the key features of the refugee problem in Berlin in the years 1957–61. 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. Lots of people moving from East Germany to the West.</i> <i>People fleeing oppression.</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. ...There had been no physical border in Berlin after 1945 and it was easy for people to move between the zones of occupation. As the Soviet Union imposed its rule on its zones, many Germans began to seek refuge in the West. Numbers increased in the late 1950s so that by early 1961 more than 20,000 people were leaving the East via Berlin. Many were skilled workers.</i>

Question Number		Target
5 (c)		Explain why there was a crisis over Cuba in 1962. 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. Soviet Union placed missile bases on Cuba.</i>

		<p><i>Kennedy quarantined Cuba.</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 crisis</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. ...Following the Bay of Pigs invasion, Cuba grew much closer to the USSR and by the end of 1961 there were Soviet military advisers on the island. During Spring and Summer 1962, Khrushchev sent more advisers, military supplies and then technicians who began to construct ballistic missile bases. When a U2 spy plane from the USA photographed the bases the crisis began.</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>e.g. ...The long term cause is the arrival to power of Castro and his actions led to the trade embargo with the USA. This led to the USSR becoming involved and escalating its influence. However, the crisis was brought about by the construction of the missiles bases and Kennedy's decision to make a stand.</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		Target
6 (a)		Describe one reaction of the USA to the Soviet Union's invasion of Afghanistan in 1979. Key features/ recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statement(s) <i>e.g. USA boycotted the Moscow Olympics.</i>
2	2	Developed statements (a developed statement is a simple statement with additional supporting material or explanation) <i>e.g. President Carter saw US interests threatened in the Middle East and so he issued the Carter Doctrine.</i>

Question Number		Target
6 (b) (i)		Briefly explain the key features of détente in the years 1972–75. 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. The first agreements on arms limitation were signed (SALT). Agreement were reached about human rights at Helsinki.</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. ...Helsinki was a high point when Agreement were reached about human rights, security and co-operation. 35 countries signed agreements which recognised the</i>

		<i>frontiers of Europe and the Soviet Union accepted the existence of West Germany. This seemed to relax relations and was a key feature of détente.</i>
--	--	--

Question Number		Target
6 (b) (ii)		Briefly explain the key features of the loosening Soviet grip on eastern Europe in 1989. 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 allowed greater freedom.</i> <i>Soviet Union followed Sinatra Doctrine.</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. ...Gorbachev had made it clear in 1988 that he would not interfere in the politics of Warsaw Pact members. This was the Sinatra Doctrine. Demonstrations were growing in East Germany and East Berlin and people demanded greater freedom. Free elections were demanded and the East German government allowed free movement through Berlin. This led to the Wall being knocked down.</i>

Question Number		Target
6 (c)		Explain why relations between the USA and Soviet Union changed in the years 1983–87. 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. Reagan introduced the Star Wars programme.</i>

		<p><i>Gorbachev became leader.</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. ...The arrival of Gorbachev as leader of the USSR really changed relations. He realised that the USSR could not keep up the arms race with the USA and he also knew that he had to sort out the Soviet economy. He was prepared to meet Reagan and make deals. His approach led to summits which, after a frosty start led to real improvements and culminated in the INF Treaty in 1987.</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>e.g. ...Both Reagan and Gorbachev are crucial in the changing relations. Reagan's hardline attitude and announcement of SDI really concerned the USSR. When Gorbachev became leader he faced up to the problems facing his country and was prepared to make changes. Yet so was Reagan. In this instance it is like the chicken and the egg – what is clear is that by 1989, the two Superpowers announced that the Cold War was over.</i></p> <ul style="list-style-type: none"> • 10-11 marks for linking OR prioritising factors. • 11-12 marks linking AND prioritising factors.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG028168 June 2011

For more information on Edexcel qualifications, please visit

www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

