

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCSE  
in History A (5HA01)  
Paper 01

Unit 1: International Relations:  
The Era of the Cold War, 1943–1991

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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.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

## Quality of Written Communication (QWC)

- 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.*

## Spelling, Punctuation and Grammar (SPaG) marking guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

Question Number	
<b>1</b>	Give <b>two</b> reasons from Source A which show why 'the Hungarian people rebelled against the harshness of Rakosi's methods'.  <b>Target:</b> understanding source material (AO3).
Mark	Descriptor
<b>0</b>	No rewardable material.
<b>1–2</b>	One mark for each reason identified.  <ul style="list-style-type: none"> <li>• <i>People imprisoned (1)</i></li> <li>• <i>People executed (1)</i></li> <li>• <i>People expected change after 'Secret Speech' (1)</i></li> </ul>

Question Number	
<b>2</b>	Outline <b>two</b> steps that Khrushchev took to end the Hungarian Uprising.  <b>Target:</b> knowledge recall and selection (AO1).
Mark	Descriptor
<b>0</b>	No rewardable material.
<b>1–4</b>	Award up to 2 marks for each outline of a step that Khrushchev took. The second mark should be awarded for additional detail.  <i>e.g.</i> <ul style="list-style-type: none"> <li>• <i>Khrushchev ordered the invasion of Hungary. (1) 200,000 troops from the Soviet Union and 6000 tanks were involved. (1)</i></li> <li>• <i>Nagy replaced by Kadar. (1) Despite promises of safe passage, Nagy was executed. (1)</i></li> </ul> <p>Accept other appropriate alternatives.</p>

Question Number		
3		<p>How useful are Sources B and C as evidence of the reasons for the changing attitude of Gorbachev in the 'Second Cold War'?</p> <p>Explain your answer using Sources B and C and your own knowledge.</p> <p><b>Target:</b> evaluation of source utility in historical context (AO1/AO2/AO3). (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<p><b>Judgement based on simple valid criteria.</b></p> <p>EITHER</p> <p>Comments based on assumed utility because source is from an eyewitness, etc.</p> <p><i>eg Source C is not that useful because it was written by Gorbachev and I have to question its truthfulness and accuracy.</i></p> <p>OR</p> <p>Undeveloped comment on usefulness of content: subject, amount of detail contained, etc.</p> <p><i>eg Source B is very useful because it tells me about Reagan's attitude about defence.</i></p>
2	4–6	<p>EITHER</p> <p><b>Judgement based on the usefulness of the sources' information.</b></p> <p>Answers give examples of what source is useful for or its limitations. Candidates extract useful information from sources.</p> <p><i>eg Both sources are useful because of their content. Source B shows how the Western Alliance was strong and Source C says that the Soviet Union was in decline. Hence, the sources help me understand why Gorbachev's attitude changed – because he realised the Soviet Union's position internally and externally.</i></p> <p>OR</p> <p><b>Judgement based on evaluation of the nature/origin/purpose of the sources.</b></p> <p>Answers focus on how representative/reliable/authoritative the sources are.</p> <p><i>eg Source C has its limitations because Gorbachev seems to blame the problems of the past and it is these which make him change his attitude. He is careful not to say much about things such as Reagan's attitude in the 80s which shows that the source has to be treated with care. There has to be some doubt about Source B because it is Reagan making a speech in West Berlin and he has to be aggressive. Reagan's purpose seems to be to show he will oppose the Soviet Union and this might just be for show.</i></p> <p><b>N.B. Maximum 5 marks if Level 2 criteria met for only one</b></p>

		<b>source.</b>
3	7–10	<p><b>Judgement combines both elements of Level 2, assessing the contribution the sources can make to the specific enquiry.</b></p> <p>Answer provides a developed consideration of the usefulness of the sources which takes into account an aspect of its nature/ origin/purpose (for example how representative/authoritative/ reliable it is). The focus must be on what difference this aspect makes to what the source can contribute. It is not enough to say it is reliable/unreliable/typical. Comments must be developed or else mark at Level 2.</p> <p><i>eg Both sources are useful because of their content. Source B shows Reagan praising the Western Alliance and its success. Reagan stood firm when he met Soviet leaders – he was tough with them, challenged them and introduced Star Wars. And thus Gorbachev changed his views. Source C indicates the Soviet Union had problems over the years and how they had an impact on the country. They do help in showing why Gorbachev changed his attitudes in the Cold War because the Soviet Union did not have the money or technology to compete with Star Wars...</i></p> <p><i>There has to be some doubt about Source B because it is a speech to West Berliners. Reagan wanted to show his toughness had been successful and so the speech had a distinct purpose. He also wanted to remind West Berliners of Kennedy's speech. Source C shows Gorbachev trying to justify his actions as Soviet leader – in a letter/speech he knew would be listened to by much of the world. He is careful not to mention the robust attitude of Reagan or its impact nor other reasons why he changed his attitude in the Cold War. e.g nationalities and his desire to modernise the country. Hence there are limitations...</i></p> <p><i>Hence the sources are of use but the information and provenance must be looked at with some scepticism.</i></p> <p>Award 10 marks if evaluation of both sources meets Level 3 criteria.</p> <p><b>NB: No access to Level 3 for answers that do not make use of additional recalled knowledge.</b></p>



Question Number		
<b>4 (a)</b>		Describe the key features of the formation of the Warsaw Pact, 1955.  <b>Target:</b> knowledge recall and selection, key features and characteristics of the periods studied (AO1/AO2).
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<b>Simple statement(s).</b>  <i>eg Soviet Union set this up to rival NATO.</i>  <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul>
<b>2</b>	<b>4–6</b>	<b>Developed statement(s).</b> (A developed statement is a simple statement supported by factual detail.)  <i>eg The USSR saw NATO as an aggressive alliance and established the Pact to rival NATO. The Soviet Union was particularly angry when, in 1955, West Germany was allowed to re-arm and join NATO. This renewed their fears of a resurgent Germany and hence a military alliance was set up to protect the Soviet bloc from possible future attack.</i>  <ul style="list-style-type: none"> <li>• 4–5 marks for one developed statement, according to degree of support.</li> <li>• 5–6 marks for two or more developed statements.</li> </ul>

Question Number		
<b>4 (b)</b>		Describe the key features of the Prague Spring reforms, 1968.  <b>Target:</b> knowledge recall and selection, key features and characteristics of the periods studied (AO1/AO2).
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<p><b>Simple statement(s).</b></p> <p><i>eg There was a reduction in the powers of the secret police.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul>
<b>2</b>	<b>4–6</b>	<p><b>Developed statement(s).</b> (A developed statement is a simple statement supported by factual detail.)</p> <p><i>eg There was greater political freedom, including free speech and the abolition of press censorship. By March 1968, the newspapers were printing uncensored discussions of political and social problems. The coverage of news by Czech radio and television became fuller.</i></p> <ul style="list-style-type: none"> <li>• 4–5 marks for one developed statement, according to degree of support.</li> <li>• 5–6 marks for two or more developed statements.</li> </ul>

Question Number		
5		<p>Explain the importance of <b>three</b> of the following in international relations.</p> <p style="text-align: center;"><b>The Potsdam Conference, 1945</b></p> <p><b>Target:</b> knowledge recall and selection, significance within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p><b>Describes the event or action without considering importance.</b></p> <p><i>eg The three Allies met at Potsdam to discuss the future of Germany.</i></p>
2	2–3	<p><b>Describes the event or action and states importance.</b></p> <p><i>eg Potsdam confirmed the decisions made at Yalta. Germany was to be divided into four zones of occupation. Potsdam was important because it showed that the USA and the Soviet Union could not agree on e.g. Germany and elections in Eastern Europe.</i></p>
3	4–5	<p><b>Explains importance, with detailed factual support.</b></p> <p><i>eg... Potsdam confirmed the decisions made at Yalta. Germany was to be divided into four zones of occupation. Potsdam was important because it showed that the USA and the Soviet Union could not agree on e.g. Germany and elections in Eastern Europe. Stalin had promised to hold elections in the 'liberated' countries but refused to do so and the US complaints at Potsdam were ignored. Thus, Potsdam was important because it is seen as the start of the breakdown of the wartime alliance.</i></p>

Question Number		
5		<p>Explain the importance of <b>three</b> of the following in international relations.</p> <p style="text-align: center;"><b>The Marshall Plan, 1947</b></p> <p><b>Target:</b> knowledge recall and selection, significance within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p><b>Describes the event or action without considering importance.</b></p> <p><i>eg This was the US plan to give economic aid to war-torn Europe.</i></p>
2	2–3	<p><b>Describes the event or action and states importance.</b></p> <p><i>eg President Truman believed that communism won support in countries where there were economic problems, unemployment and poverty. Many European countries had suffered as a result of the Second World War and the USA decided to help towards their recovery. The Marshall Plan was born. It was important because it showed that the USA would combat communism and would challenge Stalin if necessary.</i></p>
3	4–5	<p><b>Explains importance, with detailed factual support.</b></p> <p><i>eg... President Truman believed that communism won support in countries where there were economic problems, unemployment and poverty. Many European countries had suffered as a result of the Second World War and the USA decided to help towards their recovery. The Marshall Plan was born. It was important because it showed that the USA would combat communism and would challenge Stalin if necessary.</i></p> <p><i>In addition, the Plan meant that participating countries would, in return for assistance, buy US goods and allow US companies to invest in their industries. Thus the Plan was important because it increased US involvement in Europe.</i></p>

Question Number		
5		<p>Explain the importance of <b>three</b> of the following in international relations.</p> <p style="text-align: center;"><b>The Helsinki Agreements, 1975</b></p> <p><b>Target:</b> knowledge recall and selection, significance within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p><b>Describes the event or action without considering importance.</b></p> <p><i>eg The Agreements covered security, co-operation and human rights.</i></p>
2	2–3	<p><b>Describes the event or action and states importance.</b></p> <p><i>eg The USA and the Soviet Union, along with 33 other nations made declarations about three distinct areas - security, co-operation and human rights. In particular, the Agreements were important because East and West Germany formally accepted each other's existence.</i></p>
3	4–5	<p><b>Explains importance, with detailed factual support.</b></p> <p><i>eg... The USA and the Soviet Union, along with 33 other nations made declarations about three distinct areas - security, co-operation and human rights. In particular, the Agreements were important because East and West Germany formally accepted each other's existence. The Agreements were also important because it was another step in the détente process and showed how US-Soviet relations were improving.</i></p>

Question Number		
5		<p>Explain the importance of <b>three</b> of the following in international relations.</p> <p style="text-align: center;"><b>The Carter Doctrine, 1980</b></p> <p><b>Target:</b> knowledge recall and selection, significance within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1	<p><b>Describes the event or action without considering importance.</b></p> <p><i>eg President Carter said the USA would use military force to defend the Gulf.</i></p>
2	2–3	<p><b>Describes the event or action and states importance.</b></p> <p><i>eg... President Carter said the USA would use military force to defend the Gulf. The Doctrine was important because it signalled the end of détente and led to sour relations with the Soviet Union for several years.</i></p>
3	4–5	<p><b>Explains importance, with detailed factual support.</b></p> <p><i>eg... President Carter said the USA would use military force to defend the Gulf. The Doctrine was important because it signalled the end of détente and led to sour relations with the Soviet Union for several years. The Doctrine was important because there followed the Olympic Boycotts of 1980 and 1984 which involved many countries of the world. In addition, the Doctrine was important because it committed the USA to helping the Afghan rebels, an act which further alienated the Soviet Union.</i></p>

Question Number		
<b>6</b>		<p>Explain why Berlin was a flashpoint in the Cold War in the years 1958-63.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• The refugee problem</li> <li>• The construction of the Berlin Wall</li> </ul> <p>You must also include information of your own.</p> <p><b>Target:</b> knowledge recall and selection, causation and significance within a historical context (AO1/AO2).  <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.  <b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–2</b>	<p><b>Simple or generalised statement(s) of causation.</b>  The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Berlin became a flashpoint because of large numbers of people leaving the East and moving to the West.  The physical separation caused by the Wall –the division of families caused great upset and worsened the situation.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one cause stated.</li> <li>• 2 marks for two causes stated.</li> </ul> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>3–6</b>	<p><b>Describes causes.</b>  The candidate supports the cause(s) given with relevant contextual knowledge but does not explain how they led to the stated outcome.</p> <p><i>eg Berlin became a flashpoint in 1958 because Khrushchev announced that Berlin was East German and the Western powers must leave the city in 6 months. The USA did not want to leave Berlin and it was decided to hold a conference to try to solve the issue.</i></p> <ul style="list-style-type: none"> <li>• 3–4 marks for one cause described, according to the quality of description.</li> <li>• 4–5 marks for two causes described, according to the quality of description.</li> <li>• 5–6 marks for three or more causes described, according to the quality of description.</li> </ul>

<p><b>QWC i-ii-iii</b></p>		<p><b>Maximum 5 marks for answers that do not detail an aspect in addition to those prompted by the stimulus material, for example Kennedy visiting West Berlin.</b></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p><b>3</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>7–10</b></p>	<p><b>Explains causes.</b></p> <p>The candidate explains how the cause(s) led to the stated outcome and supports the explanation with relevant contextual knowledge.</p> <p><i>eg One reason why Berlin became a flashpoint is clearly the refugee issue. By January 1961, more than 20,000 people a month were leaving the East to live in the West Large numbers of these were professional people but there were many skilled craftsmen among them. This drain of labour and economic output threatened to bring about the economic collapse of East Germany. Khrushchev had to do something to stop the drain and his actions led to tension over the city.</i></p> <p><i>Tension did not die away completely after the Wall had been built. Kennedy was successful in Cuba but he wanted to show his support for the Berliners and explain that the USA would not desert them. He visited West Germany and West Berlin in 1963. He toured several cities and made many speeches. In West Berlin he was greeted by about 1.5 million people (out of a population of c2.5million). His speech there criticised the communist system, the problems caused by the Wall and indicated the US would not shy away from its duty of protecting West Berlin. Hence, Berlin as a flashpoint continued to cause problems even two years after the Wall had been built.</i></p> <ul style="list-style-type: none"> <li>• 7–8 marks for one explained cause, according to the quality of explanation.</li> <li>• 8–9 marks for two explained causes, according to the quality of explanation.</li> <li>• 9–10 marks for three or more explained causes, according to the quality of explanation.</li> </ul> <p><b>Maximum 9 marks for answers that do not explain an aspect beyond those prompted by the stimulus material, for example, Kennedy’s visit – see above.</b></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p><b>4</b></p>	<p><b>11–13</b></p>	<p><b>Prioritises causes or sees link between them.</b></p> <p>This considers the relationship between causes. (This level can be achieved only if the response has explained at least three causes and has made explicit comparisons of the relative</p>



QWC i-ii-iii		<p>importance of two of them in coming to a judgement.)</p> <ul style="list-style-type: none"> <li>12-13 marks for judgement of the relative importance of more than two causes or for an answer which shows the inter-relationship between three causes in coming to a judgement.</li> </ul> <p><i>eg As Level 3 plus ...Both the refugee issue and Kennedy's visit are important but I think it was the construction of the Wall which was the most important reason behind Berlin as a flashpoint in the Cold War. The Wall was a symbol of the division and separation within the city. It was a permanent reminder and people were killed on a regular basis trying to escape from the East to the West. Moreover, Khrushchev could claim a propaganda victory with the Wall – the USA did not stop its construction nor did it ever try to destroy it.</i></p> <p><b>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example Summit Conferences or Kennedy's visit (see Level 3).</b></p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.