

Mark Scheme (Results)

November 2021

Pearson Edexcel GCSE

In History (1HIA & 1HIB)

Paper P4: Period study (1HIA & 1HIB P4)

Option P4 Superpower relations and the Cold War,1941–91

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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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

P4: Superpower relations and the Cold War, 1941-91

Question		
1		Explain **two** consequences of the Tehran Conference (1943). **Target**: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 4 marks. **AO1**: 4 marks. **NB** mark each consequence separately (2 x 4 marks).
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• Simple or generalised comment is offered about a consequence. [AO2] • Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	**3–4**	• Features of the period are analysed to explain a consequence. [AO2] • Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The meeting of the Big Three at Tehran meant that the Grand Alliance now shared a common aim to force Germany into surrendering and ensuring it remained weak after the war.
- Following the Tehran Conference, the promise to open a 'second front' in Europe led to an initial improvement in relations between Stalin and Roosevelt.
- As a result of discussions at Tehran, Stalin achieved his main aim of securing the USSR's western border with an agreement over Poland.
- The Conference agreed to the USSR's potential involvement in the war in Asia, which led to Stalin declaring war on Japan and invading Manchuria after the defeat of Germany.

Question		
2		Write a narrative account analysing the key events of the 'Second Cold War' (1979-85). You may use the following in your answer: • Soviet invasion of Afghanistan (1979) • Strategic Defence Initiative You **must** also use information of your own. **Target**: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 4 marks. **AO1**: 4 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] • Limited knowledge and understanding of the events is shown. [AO1]
2	**3–5**	• A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1] *Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.*
3	**6–8**	• A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] *No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The Soviet Union's invasion of Afghanistan in 1979 led to the USA boycotting the Moscow Olympics and taking a tougher line against the USSR, with the Carter Doctrine stating military force would be used to defend US national interests.
- On becoming US President in 1981, Reagan significantly increased defence spending, which included new stealth bombers, Trident nuclear submarines and developing the neutron bomb.
- Tensions between the superpowers rose as the USA's new strategy of Nuclear Utilization Target Selection (NUTS) brought an end to both superpowers accepting the theory of Mutually Assured Destruction (MAD).
- Reagan announced a new defence policy, the Strategic Defence Initiative (Star Wars), deliberately designed because the USSR would be unable to compete with such technology.
- Relations between the superpowers deteriorated further, with the USSR leading a boycott of the 1984 Los Angeles Olympics by 15 communist countries.
- The USSR's inability to keep up with the arms race led to Gorbachev, the new leader of the Soviet Union from 1985, announcing reductions in defence spending, withdrawing from Afghanistan and the end of the Brezhnev Doctrine.

Question		
3		Explain **two** of the following: • The importance of the Berlin Crisis (1948-49) for the development of the Cold War. • The importance of the Prague Spring for relations between East and West. • The importance of détente for relations between the superpowers in the 1970s. **Target**: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 8 marks. **AO1**: 8 marks. **NB** mark each part of the answer separately (2 x 8 marks).
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• A simple or generalised answer is given, showing limited development and organisation of material. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	**3–5**	• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	**6–8**	• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

The importance of the Berlin Crisis (1948-49) for the development of the Cold War.

Relevant points may include:

- The introduction of a single currency by the western powers into their sectors of Berlin led to Stalin launching the Berlin Blockade, which led to a breakdown in superpower relations over Germany.
- Stalin's blockade of land access to West Berlin, as a deliberate attempt to try and force the West to give up their sectors of Berlin, increased western fears of Soviet expansion.
- Truman used the Berlin Crisis to strengthen the USA's commitment to containment by launching the Berlin Airlift to supply West Berlin with essential resources, demonstrating the West's resolve to keep West Berlin.
- The failure of the Berlin Blockade reinforced existing tensions between East and West and led to a divided Germany with the setting up of the FRG followed by the GDR.

The importance of the Prague Spring for relations between East and West.

Relevant points may include:

- Reforms introduced by Dubcek during the Prague Spring, such as less censorship, encouraged the USA to make anti-Communist radio broadcasts, which were seen by Brezhnev as a threat to Soviet control.
- The use of Soviet military force to end the Prague Spring was condemned by the USA and many Western governments, leading to a deterioration in relations between East and West.
- The Prague Spring demonstrated that, although the West was prepared to criticise the USSR, there was an unwillingness to take direct action which would have led to a further deterioration in East-West relations.
- Tensions rose between East and West, as the events of the Prague Spring were used by the USSR to strengthen its control over its satellite states with the introduction of the Brezhnev Doctrine.

The importance of détente for relations between the superpowers in the 1970s.

Relevant points may include:

- Détente led to Nixon visiting Brezhnev in 1972 and superpower relations improving as both leaders wanted to reduce arms spending and increase trade between the USSR and the USA.
- In the spirit of détente, talks between the superpowers demonstrated the desire to improve relations, with the SALT 1 agreement limiting the number of specific missiles each country could have.
- As a result of détente, relations between the superpowers improved with the Helsinki Accords on European borders, human rights, trade agreements and sharing of technology.
- A high point of détente was when a team of astronauts and cosmonauts on the Apollo-Soyuz mission in 1975, demonstrated high levels of co-operation between the superpowers.

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