

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE
In History (1HIA)

Paper P4: Period study

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.

Question		
1		Explain **two** consequences of Gorbachev's 'new thinking'. **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:

- Gorbachev's 'new thinking' made it clear that defence spending had to be cut and in 1988 the withdrawal of Soviet troops from the expensive war with Afghanistan began.
- Gorbachev's ideas led to improved US-Soviet relations and agreements made, such as the 1987 INF Treaty, laying the foundations for further reductions in nuclear weapons.
- As part of 'new thinking', the Sinatra Doctrine led to the withdrawal of Soviet troops from the USSR's former satellite states, and eastern European governments were freed from Soviet control.
- Although Gorbachev believed 'new thinking' would strengthen communist control of eastern Europe, it instead encouraged the growth of reform movements that rejected communism.

Question		
2		Write a narrative account analysing the key developments of the Cold War crisis over Berlin in the years 1958-63. You **may** use the following in your answer: • Khrushchev's Berlin ultimatum (1958) • construction of the Berlin Wall (1961) 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:

- By the late 1950s, the division of Berlin had created problems for East Germany, with high numbers of refugees leaving for the West via West Berlin, many of whom were essential skilled workers.
- In 1958, in an attempt to solve the refugee problem, Khrushchev issued the Berlin ultimatum accusing the West of breaking agreements made at Potsdam and he gave the West six months to withdraw their troops from Berlin.

- To prevent the crisis escalating into military conflict, a series of talks between the USA and the USSR were held between 1958 and 1961, to try and solve the 'Berlin problem'.
- At the final meeting in Vienna, Khrushchev took a tough stance towards Kennedy by restating the 1958 Berlin ultimatum, and the talks ended without any agreements made.
- In August 1961, East Germany began to seal the border between East and West Berlin and started the construction of the Berlin Wall, which for the East ended the crisis by preventing the flow of refugees to the West.
- The West was powerless to respond, with Kennedy stating that a wall was better than a war, although he made a symbolic visit to West Berlin in 1963.

Question		
3		Explain **two** of the following: • The importance of the Marshall Plan (1947) for relations between East and West. • The importance of the arms race in the years 1949-58 for the development of the Cold War. • The importance of the Carter Doctrine (1980) for relations between the USA and the USSR. **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 AO1a; 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 Marshall Plan (1947) for relations between East and West.

Relevant points may include:

- The different views of the Marshall Plan, from Truman's stated aim of aiding war-torn Europe to the USSR regarding it as 'dollar imperialism', clearly showed the divisions in Europe.
- The Marshall Plan had a significant impact on the economic division of Europe as the West benefitted with rapidly improving economies whereas eastern European countries were forbidden by Stalin to benefit from the USA's 'dollar imperialism'.
- The Marshall Plan accelerated the division of Europe into East and West, with Stalin setting up Comecon to develop trade within the Eastern bloc as a means to compete with the West.

- Cominform's official rejection of the Marshall Plan, together with Soviet propaganda comparing the USA to Nazi Germany, increased the political East-West divide.

The importance of the arms race in the years 1949-58 for the development of the Cold War.

Relevant points may include:

- With both Superpowers having developed A-bombs by 1949, the arms race now focused on creating more powerful H-bombs, and concerns about the 'bomber gap' increased tensions between the Superpowers.
- The arms race furthered the development of the Cold War in the 1950s. It increased the threat of nuclear war and heightened Superpower suspicions, with ICBM missiles now capable of direct hits on the USA and the USSR.
- Concerns at the cost of the arms race and escalating Cold War tensions led to Khrushchev's attempts to establish 'peaceful co-existence', e.g. the 1955 Geneva meeting between Eisenhower and Khrushchev.
- In the late 1950s, the USSR's launch of *Sputnik* raised US concerns of falling behind in the arms race, leading to increases in defence spending and the development of missile sites in Western Europe.

The importance of the Carter Doctrine (1980) for relations between the USA and the USSR.

Relevant points may include:

- The Carter Doctrine showed how far relations between the USA and the USSR had deteriorated, by bringing to an end the spirit of détente and stating a tough approach by the USA to the Soviet Union.
- The Carter Doctrine soured relations between the USA and the USSR, with Carter ordering the Senate to delay passing the SALT II treaty, leading to some claiming a second Cold War was imminent.
- The Carter Doctrine affected economic relations between the USA and the USSR with measures such as the USA reducing grain exports and preventing companies from selling computers to the USSR.
- The USA provoked the USSR by stating in the Doctrine that the USA would assist groups, such as the *mujahideen*, in conflict with the Soviet Union.

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