

Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCSE
In History (1HI0)

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 détente in the 1970s. 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:

- Détente led to important agreements between the USA and the USSR about limitations on weapons, such as SALT 1.
- Détente led to more co-operation between NATO and Warsaw Pact members with the Helsinki Accords in 1975, which included acceptance of the existing borders of countries in the Eastern bloc.
- The spirit of détente led to both Superpowers and many of their allies agreeing at Helsinki to respect human rights such as freedom of speech and religion.
- Détente led to improvements in Superpower relations, e.g. the successful space-link up with the joint US-Soviet Apollo-Soyuz mission.

Question		
2		Write a narrative account analysing US-Soviet relations in the years 1945-47. You may use the following in your answer: • Yalta Conference (February 1945) • Cominform (1947) 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:

- At the Yalta Conference in February 1945, US-Soviet relations were generally positive, with agreements on issues such as free elections in countries liberated from Nazi control, a United Nations and the division of Germany into four zones of occupation.
- By Potsdam, in July 1945, US-Soviet relations were strained as a consequence of Truman's tougher approach towards Stalin and the USA's successful testing of an atomic bomb.
- In 1946, as a result of reports contained in Kennan's Long Telegram and the Novikov Telegram both the USA and USSR became more fearful of a future conflict.
- Between 1945-47, major strains in US-Soviet relations developed with the USSR's establishment of satellite states in eastern Europe under Moscow's control.

- In 1946, relations between the two Superpowers worsened as a result of Churchill's 'Iron Curtain' speech, which was regarded by Stalin as deliberate provocation.
- US-Soviet relations significantly deteriorated in 1947, with the USSR's setting up of Cominform in response to the USA's announcement of the Truman Doctrine and the Marshall Plan.

Question		
3		Explain two of the following: • The importance of the formation of the Warsaw Pact (1955) for Superpower relations. • The importance of Soviet relations with Cuba for tension between East and West in the 1960s. • The importance of the USA's Strategic Defence Initiative (SDI) for US-Soviet relations. 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 formation of the Warsaw Pact (1955) for Superpower relations.

Relevant points may include:

- The formation of the Warsaw Pact as a military alliance of eight countries, led by the USSR, increased Superpower rivalry as it was deliberately designed to counter the potential threat from NATO.
- The formation of the Warsaw Pact increased the climate of fear between the two Superpowers with the USSR now having the means to deploy its troops and weapons in the Eastern bloc.
- The formation of the Warsaw Pact increased tension between the Superpowers as it led to the rapid remilitarisation of both West and East Germany.
- The formation of the Warsaw Pact increased tension between the Superpowers when, following Nagy's attempt to leave the Warsaw Pact, the USA protested at the USSR's military intervention in Hungary in 1956.

The importance of Soviet relations with Cuba for tension between East and West in the 1960s.

- In 1960, the signing of a trade agreement between the USSR and Cuba increased tension between East and West, with the USSR now having influence within 90 miles of the US mainland.
- The USSR's ties to Cuba increased following the USA's failed Bay of Pigs invasion, creating a tense meeting between Kennedy and Khrushchev at the Vienna summit meeting.
- The strong relations between the USSR and Cuba, with Khrushchev developing nuclear missile sites in Cuba, increased tensions between East and West almost to the point of full-scale war.
- Following the missile crisis, Cuba's continued relationship with the USSR contributed to continuing US fears of conflict and attempts were made to reduce tension between East and West, such as the setting up of the 'hotline' between Washington and Moscow.

The importance of **the USA's Strategic Defence Initiative (SDI)** for US-Soviet relations.

Relevant points may include:

- The announcement of the SDI by Reagan in 1983 seemed to be a turning-point in US-Soviet relations as the theory of Mutually Assured Destruction would become obsolete.
- The SDI significantly altered the balance of power between the two Superpowers as the USSR did not have the economic resources or the technology to continue competing in the arms race.
- The SDI improved Superpower relations by directly contributing to Gorbachev's decision to make significant reductions in military spending.
- The SDI increased cooperation between the superpowers by influencing Gorbachev's new attitude to international relations, which brought about the abandonment of the Brezhnev Doctrine and the withdrawal of Soviet troops from Afghanistan.

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