

Mark Scheme (Results)

Summer 2024

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 the Prague Spring (Czechoslovakia, 1968). 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:

- Dubcek's reforms encouraged opposition to communist rule in Czechoslovakia with the formation of the Social Democrat political party, which wanted even more reform.
- The Soviets and other eastern European governments, concerned that Czechoslovakia might leave the Warsaw Pact and allow NATO to expand, sent troops into Prague and removed Dubcek from power.
- Soviet fears of any further challenges to communist rule led to the Brezhnev Doctrine, which stated the USSR's right to intervene in its satellite states if events were seen to threaten the security of the Eastern Bloc.
- The Soviet invasion was met with protests from the West, especially from the USA and Britain, but without any direct military support for Czechoslovakia.

Question		
2		Write a narrative account analysing the key events of the collapse of Soviet control of Eastern Europe in the years 1985–91. You may use the following in your answer: • Gorbachev's 'new thinking' • the end of the Warsaw Pact (1991) 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]
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 that do not address three or more aspects of content.*

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:

- From 1985, Gorbachev's 'new thinking' led to domestic policies which necessitated financial savings, leading to the withdrawal of Soviet troops stationed throughout the Eastern Bloc.
- The Soviet Union's control over Eastern Europe weakened in 1988 when Gorbachev rejected the Brezhnev Doctrine, meaning Warsaw Pact members could now make changes in their own countries without expecting interference from Moscow.
- The USSR was unable to contain a series of reforms and changes in Eastern Europe, such as the election of a non-communist government in Poland, and Hungary opening its border with Austria.
- In November 1989, following large protests, the East German government announced the opening of the Berlin Wall and thousands of Germans began physically attacking the Wall itself.

- In March 1990, elections held in Germany supported the reunification of the FRG and the GDR, leading to a newly reunited Germany as a member of NATO.
- In 1991, the formal dissolution of the Warsaw Pact led to many Eastern European states becoming entirely independent of the Soviet Union, no longer having their governments or economies directed from Moscow.

Question		
3		Explain two of the following: • The importance of the Yalta Conference (February 1945) for relations between East and West. • The importance of Khrushchev's Berlin ultimatum (1958) for tension between East and West. • The importance of SALT 1 for relations between the USA and the Soviet Union 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 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 Yalta Conference (February 1945) for relations between East and West.

Relevant points may include:

- At Yalta, agreements were reached by the Allies to work together on key issues that would impact East-West relations, such as the division of a post-war Germany and the USSR joining the war against Japan.
- At the Yalta Conference, the Allies agreed that, after the Second World War, a United Nations organisation would be set up to maintain world peace, thereby improving East-West relations.
- At the Yalta Conference, no decision could be reached on the amount of reparations that Germany should pay, putting some strain on relations between East and West, with the decision postponed for a later meeting.
- At the Yalta Conference, disagreement over Poland's future led to tense relations between the Allies; Stalin's desires for a pro-communist Polish government were regarded by the West as Soviet expansionism.

The importance of **Khrushchev's Berlin** ultimatum (1958) for tension between East and West.

Relevant points may include:

- Khrushchev's Berlin ultimatum, for the West to leave West Berlin, increased tension between East and West; the West regarded the USSR's demands as hostile because Soviet influence would expand further over eastern Europe.
- The Berlin ultimatum increased a sense of suspicion between East and West, as the West was not convinced by Khrushchev's claim that he wanted Berlin to be a neutral 'free city'.
- The ultimatum increased East-West tension over the status of East Germany, with Khrushchev's demands for the West's recognition of the GDR becoming less likely to be accepted.
- The rising tension between East and West following the ultimatum, with concerns from both sides about the possession of nuclear weapons, frightened both sides into a series of talks.

The importance of SALT 1 for relations between the USA and the Soviet Union in the 1970s.

Relevant points may include:

- After several years of failed negotiations, SALT 1 improved relations by implementing set limits on weapons, reducing the threat of nuclear conflict, e.g. a maximum of 100 Anti-Ballistic Missiles held by each side.
- SALT 1's Basic Principles Agreement improved relations between the USA and the USSR through commitments by both sides on the conduct of nuclear warfare and measures to exercise restraint.
- The process of SALT 1 talks led to developing co-operation between the USA and the Soviet Union with Nixon and Brezhnev visiting Moscow and Washington respectively, so paving the way for the Helsinki Agreements and the start of discussions for a later SALT 2.
- Despite SALT 1 symbolising détente, both the USA and Soviet Union retained enough weapons to destroy one another multiple times and no agreements were made to cover MIRVs.

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