

Mark Scheme (Final)

Summer 2025

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.

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

Question		
1 (a)		Explain **one** consequence of the Bay of Pigs incident (1961). **Target**: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 2 marks. **AO1**: 2 marks.
	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 Bay of Pigs incident led to a sense of humiliation for the USA, as there was very little support from the people of Cuba for the Cuban exiles' attempt to overthrow Castro and replace him with a pro-US government.
- The Bay of Pigs incident led to closer ties between Cuba and the USSR, with Khrushchev announcing in September 1961 that he would provide arms to Cuba.
- The Bay of Pigs incident increased tension between the superpowers with US concerns that the USSR would place nuclear missiles in Cuba, which would have had many major US cities within their range.

Question		
1 (b)		Explain **one** consequence of the Olympic boycotts in the early 1980s for superpower relations. **Target**: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2**: 2 marks. **AO1**: 2 marks.
	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 USSR was angered by the USA leading a boycott of the 1980 Olympics, with the absence of many athletes making the Moscow games look second-rate.
- The US-led boycott of the Moscow Olympics in 1980 worsened US-Soviet relations, with the US press ridiculing the Soviet Olympic mascot as 'Gulag Bear'.
- The Olympic boycotts so soured superpower relations that the US-led boycott of the 1980 Moscow games was reciprocated by the Soviet-led boycott of the 1984 Los Angeles games.

Question		
2		Write a narrative account analysing the key developments in US-Soviet relations in the years 1941-45. You **may** use the following in your answer: • the Grand Alliance • the Potsdam Conference (July-August 1945) 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:

- Despite ideological differences between the superpowers, the Grand Alliance was formed in 1941, with the USA and USSR working together to defeat the Axis powers.
- At the Tehran Conference in 1943, US-Soviet relations were generally good, with Stalin pleased with the agreement to open up a 'second front' against Germany, as well as foundations being laid for a future United Nations.
- At the start of the Yalta Conference in February 1945, largely positive relations enabled agreement to be reached on key issues, e.g. the post-war division of Germany into four zones of occupation, and that Stalin would allow free elections in eastern Europe.
- The Yalta Conference ended with difficulties in US-Soviet relations, such as the West disagreeing with the USSR on the amount of reparations that Germany should pay to the USSR and the future of Poland's borders remaining unresolved.

- At the Potsdam Conference in the summer of 1945, US-Soviet relations became more tense due to Truman's more aggressive attitude towards the USSR and the USA's military advantage with the atomic bomb.
- The USA's use of atomic bombs on Japan in August 1945 soured US-Soviet relations, with Stalin now regarding the USA as a clear threat and increasing Soviet determination to create its own atomic weapons.

Question		
3		Explain **two** of the following: • The importance of Comecon (1949) for the development of the Cold War. • The importance of attempts at nuclear arms control in the years 1963-68 for superpower relations. • The importance of the fall of the Berlin Wall (1989) for the end of the Cold War. **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 Comecon (1949) for the development of the Cold War.

Relevant points may include:

- Comecon was important in the development of the Cold War as it was set up by Stalin for the USSR to support the rebuilding of Eastern Europe in direct competition with the USA's Marshall Plan for the West.
- The setting up of Comecon increased distrust between the superpowers as, rather than being a means for the USSR to support its satellite states, it increased Soviet control over Eastern European governments.
- Comecon was important in the development of the Cold War as it reinforced the division of Europe, with the USSR actively discouraging trade between Eastern Bloc states and the West.
- The West's hostility to the USSR increased, with concerns that Comecon was a means by which the USSR exploited the resources of its satellite states, such as coal from Poland.

The importance of attempts at nuclear arms control in the years 1963-68 for superpower relations.

Relevant points may include:

- The Limited Test Ban Treaty improved superpower relations by demonstrating co-operation over concerns regarding the dangers of radioactive fallout, with agreements made prohibiting nuclear weapon explosions in the water, atmosphere and in outer space.
- The Outer Space Treaty reduced tensions between the superpowers by ending 'the space race', with agreements such as nuclear weapons prohibited from being sent into orbit.
- The Nuclear Non-Proliferation Treaty reduced tensions between the superpowers over the spreading of nuclear weapons, with the USA, the USSR and 60 other countries agreeing not to assist other nations in the development of nuclear weapons.
- The attempts at nuclear arms control in the years 1963–68 set the background for SALT negotiations, which ultimately led to the détente of the 1970s.

The importance of fall of the Berlin Wall (1989) for the end of the Cold War.

Relevant points may include:

- The fall of the Berlin Wall was of immense importance in ending the Cold War, as its existence had symbolised the Soviet Union's control over its eastern bloc, and the 'Iron Curtain' dividing Europe.
- The fall of the Berlin Wall improved co-operation between East and West within just a few weeks. Bush and Gorbachev met in Malta in December 1989, agreeing to take steps to end the Cold War.
- The fall of the Berlin Wall ended Cold War tensions over a divided Berlin and the existence of the FRG and the GDR, leading to the reunification of Germany in 1990.
- The fall of the Berlin Wall contributed to the dissolution of the Warsaw Pact in 1991, regarded by many as marking the end of the Cold War.

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