

## 5HA01/01 Mark Scheme

Question Number	
<b>1</b>	Give two reasons from Source A which show that 'the Soviet Union completely miscalculated the impact that its actions would have on the West'.  <b>Target:</b> understanding source material (AO3).
Mark	Descriptor
<b>0</b>	No rewardable material.
<b>1–2</b>	One mark for each reason identified. <ul style="list-style-type: none"> <li>• Carter tried to persuade them to leave <b>(1)</b>.</li> <li>• The USA found ways to support the Mujahedin <b>(1)</b>.</li> </ul>

Question Number	
<b>2</b>	Outline <b>two</b> steps that President Carter took to encourage the Soviet Union to withdraw from Afghanistan.  <b>Target:</b> knowledge recall and selection (AO1).
Mark	Descriptor
<b>0</b>	No rewardable material.
<b>1–4</b>	Award up to 2 marks for each outline of a step that Carter took. The second mark should be awarded for additional detail.  <i>eg</i> <ul style="list-style-type: none"> <li>• 'President Carter tried to make sure that the Mujahedin were supplied.' <b>(1)</b> 'He reached an agreement with China and Israel and the CIA provided weapons and funds for the Mujahedin.' <b>(1)</b></li> <li>• 'Carter ordered a boycott by the USA of the Moscow Olympics.' <b>(1)</b> 'He did this to reduce the prestige the Soviet Union would gain.' <b>(1)</b></li> </ul> <p>Accept other appropriate alternatives.</p>

Question Number		
<b>3</b>		<p>How useful are Sources B and C as evidence of the reasons for the USA's blockade of Cuba in October 1962? Explain your answer using Sources B and C and your own knowledge.</p> <p><b>Target:</b> knowledge recall and selection, significance within a historical context, analysis of how aspects of the past have been interpreted and represented in different ways (AO1/AO2/AO3).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<p><b>Judgement based on simple valid criteria.</b> EITHER Comments based on assumed utility because source is from an eyewitness, etc.</p> <p><i>eg 'I don't think Source C is very useful because it has been labelled by the Americans and I don't know if I believe it.'</i></p> <p>OR Undeveloped comment on usefulness of content: subject, amount of detail contained, etc.</p> <p><i>eg 'Source B is very useful because it tells me about the attitudes of President Kennedy at the time.'</i></p>
<b>2</b>	<b>4–6</b>	<p>EITHER <b>Judgement based on the usefulness of the sources' information.</b> Answers give examples of what source is useful for or its limitations. Candidates extract useful information from sources.</p> <p><i>eg 'They are both very useful because they provide us with valuable information. Source B tells me that the Americans were very worried about what the Soviet Union was doing in Cuba. More than that, we know from Source B that the Americans thought that Khrushchev was deliberately trying to upset them because it says 'provocative'. Source C tells me that there was something in what the Americans were saying because we can see the missile sites in the photograph.'</i></p> <p>OR <b>Judgement based on evaluation of the nature/origin/purpose of the sources.</b> Answers focus on how representative/reliable/authoritative the sources are.</p> <p><i>eg '...I am not sure that I am comfortable with either of these sources. Source B is a broadcast to the American nation. Obviously, Kennedy is going to use this as an opportunity to persuade the listeners that his policy is right and the Soviets are wrong. That's why he calls the placing of the missiles 'provocative' and says the Americans are backed up by the lessons learned in the 1930s – though it is true US spy planes had photographed Soviet missiles in Cuba. We can see those missiles in the photograph in Source C, but I think it is suspicious that the photographs are issued by the US embassy</i></p>

		<p><i>and labelled to show exactly what the Americans wanted them to show!</i></p> <p>Maximum 5 marks if Level 2 criteria met for only one source.</p>
<b>3</b>	<b>7–10</b>	<p><b>Judgement combines both elements of Level 2, assessing the contribution the sources can make to the specific enquiry.</b></p> <p>Answer provides a developed consideration of the usefulness of the sources which takes into account an aspect of its nature/origin/purpose (for example how representative/authoritative/reliable it is). The focus must be on what difference this aspect makes to what the source can contribute. It is not enough to say it is reliable/unreliable/typical. Comments must be developed or else mark at Level 2.</p> <p><i>eg 'They are both very useful because they provide us with valuable information. Source B tells me that the Americans were very worried about what the Soviet Union was doing in Cuba. More than that, we know from Source B that the Americans thought that Khrushchev was deliberately trying to upset the Americans, because it says 'provocative'. Source C tells me that there was something in what the Americans were saying because we can see the missile sites in the photograph. However, although this is useful information, I am not sure that I am entirely comfortable with either of these sources. Source B is a broadcast to the American nation. Obviously, Kennedy is going to use this as an opportunity to persuade listeners that his policy is right and the Soviets are wrong. That's why he calls the placing of the missiles 'provocative' and says the Americans are backed up by the lessons learned in the 1930s – though it is true US spy planes had photographed Soviet missiles in Cuba. We can see those missiles in the photograph in Source C, but I think it is suspicious that the photographs are issued by the US embassy and labelled to show exactly what the Americans wanted them to show! So although they give us useful information, we have to be careful to consider if that information is trustworthy.'</i></p> <p>Award 10 marks if evaluation of both sources meets Level 3 criteria.</p> <p><b>NB: No access to Level 3 for answers that do not make use of additional recalled knowledge.</b></p>

Question Number		
<b>4 (a)</b>		Describe the key features of the 'refugee problem' in Berlin in the years 1958–1961.  <b>Target:</b> knowledge recall and selection, key features and characteristics of the periods studied (AO1/AO2).
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<b>Simple statement(s).</b>  <i>eg 'In these years a lot of refugees left East Berlin and crossed into West Berlin.'</i>  <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul>
<b>2</b>	<b>4–6</b>	<b>Developed statement(s).</b> (A developed statement is a simple statement supported by factual detail.)  <i>eg 'One feature of the refugee problem was that it led to the loss of skilled workers from Communist East Germany. Berlin was an easy place for East Germans to cross into West Germany. In capitalist West Germany skilled workers could earn much higher salaries than those in the East and this encouraged them to cross. In 1958, Khrushchev tried to stop this by saying all of Berlin belonged to East Germany.'</i>  <ul style="list-style-type: none"> <li>• 4–5 marks for one developed statement, according to degree of support.</li> <li>• 5–6 marks for two or more developed statements.</li> </ul>

Question Number		
<b>4 (b)</b>		Describe the key features of the Intermediate-range Nuclear Forces (INF) Treaty signed in December 1987.  <b>Target:</b> knowledge recall and selection, key features and characteristics of the periods studied (AO1/AO2).
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<b>Simple statement(s).</b>  <i>eg 'In 1987 the INF Treaty was signed after a meeting between the Soviet Union and the Americans at Reykjavik.'</i>  <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two simple statements.</li> <li>• 3 marks for three or more simple statements.</li> </ul>
<b>2</b>	<b>4–6</b>	<b>Developed statement(s).</b> (A developed statement is a simple statement supported by factual detail.)  <i>eg 'One of the features of the INF Treaty was that it was the first treaty between the two superpowers that involved reducing the numbers of nuclear missiles that they actually had. This was in contrast to SALT 1, which was about limiting the growth of future missiles.'</i>  <ul style="list-style-type: none"> <li>• 4–5 marks for one developed statement, according to degree of support.</li> <li>• 5–6 marks for two or more developed statements.</li> </ul>

Question Number		
<b>5</b>		<p>Explain the importance of <b>three</b> of the following in international relations.</p> <ul style="list-style-type: none"> <li>• <b>The Teheran Conference, 1943</b></li> </ul> <p><b>Target:</b> knowledge recall and selection, significance within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1</b>	<p><b>Describes the event or action without considering importance.</b></p> <p><i>eg 'At the Teheran Conference, plans were made for the reconstruction of Europe after the Second World War.'</i></p>
<b>2</b>	<b>2-3</b>	<p><b>Describes the event or action and states importance.</b></p> <p><i>eg 'At the Teheran Conference, plans were made for the reconstruction of Europe after the Second World War. It was important because it led to the division of Europe.'</i></p>
<b>3</b>	<b>4-5</b>	<p><b>Explains importance, with detailed factual support.</b></p> <p><i>eg '...The Teheran Conference was important because it showed how the Allies were divided and how difficult the future was to be. Britain, USA and Russia agreed that Europe could be seen as two different spheres of influence (so it was important in dividing Europe for the next 50 years) but did not agree on Germany's future.'</i></p>

Question Number		
<b>5</b>		<p>Explain the importance of <b>three</b> of the following in international relations.</p> <ul style="list-style-type: none"> <li>• <b>The formation of NATO, 1949</b></li> </ul> <p><b>Target:</b> knowledge recall and selection, significance within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1</b>	<p><b>Describes the event or action without considering importance.</b></p> <p><i>eg 'NATO was formed in April 1949, when the countries of Western Europe joined the USA in an alliance.'</i></p>
<b>2</b>	<b>2–3</b>	<p><b>Describes the event or action and states importance.</b></p> <p><i>eg 'NATO was formed in April 1949, when the countries of Western Europe joined the USA in an alliance. It was important because if any NATO country was attacked, the other members would come to its assistance.'</i></p>
<b>3</b>	<b>4–5</b>	<p><b>Explains importance, with detailed factual support.</b></p> <p><i>eg '...The formation of NATO was a really important event in international relations at this time. The Western European powers formed a military alliance in order to defend the West against communism. The Soviet Union was so concerned that in 1955 it formed the Warsaw Pact, a military alliance of communist states. So after various disagreements in the years immediately after the war, the formation of NATO had led to Europe being divided into two armed camps.'</i></p>

Question Number		
<b>5</b>		<p>Explain the importance of <b>three</b> of the following in international relations.</p> <ul style="list-style-type: none"> <li>• <b>The Prague Spring, 1968</b></li> </ul> <p><b>Target:</b> knowledge recall and selection, significance within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1</b>	<p><b>Describes the event or action without considering importance.</b></p> <p><i>eg 'The Prague Spring was the name given to a series of reforms introduced by Alexander Dubček in Czechoslovakia.'</i></p>
<b>2</b>	<b>2–3</b>	<p><b>Describes the event or action and states importance.</b></p> <p><i>eg 'The Prague Spring was the name given to a series of reforms introduced by Alexander Dubček in Czechoslovakia. It was important because it led to a dispute between Czechoslovakia and the Soviet Union.'</i></p>
<b>3</b>	<b>4–5</b>	<p><b>Explains importance, with detailed factual support.</b></p> <p><i>eg '...The Prague Spring was a very important event because the Soviet reaction to it showed the rest of the Warsaw Pact how determined it was to stop any attempt by communist countries to lessen Soviet influence. Soviet troops invaded and Dubček was removed from office. As a result of the events in Czechoslovakia, the Soviet Union introduced the Brezhnev Doctrine in which it stated that it had the right to invade any country whose actions threatened the Warsaw Pact. The message was clear to communist countries and to the West. The firmness of the Soviet approach in Czechoslovakia offended some communist countries and Yugoslavia and Romania were now less close to the Soviet Union. It did not, however, prevent the USA and the Soviet Union looking to establish détente in the 1970s.'</i></p>



Question Number		
<b>5</b>		<p>Explain the importance of <b>three</b> of the following in international relations.</p> <ul style="list-style-type: none"> <li><b>The fall of the Berlin Wall, 1989</b></li> </ul> <p><b>Target:</b> knowledge recall and selection, significance within a historical context (AO1/AO2).</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1</b>	<p><b>Describes the event or action without considering importance.</b></p> <p><i>eg 'The Berlin Wall was torn down a few days after the East Germans announced that their citizens could cross the border into Western Europe. There was a flood of people crossing the border.'</i></p>
<b>2</b>	<b>2-3</b>	<p><b>Describes the event or action and states importance.</b></p> <p><i>eg 'The Berlin Wall was torn down a few days after the East Germans announced that their citizens could cross the border into Western Europe. There was a flood of people crossing the border. It was an important event because it led to the reunification of Germany.'</i></p>
<b>3</b>	<b>4-5</b>	<p><b>Explains importance, with detailed factual support.</b></p> <p><i>eg '...The fall of the Berlin Wall was extremely important in events in this period because it was such an important event in ending the Cold War. Throughout 1989 the communist countries of eastern Europe began rejecting communist government and the fall of the Berlin Wall showed that it was happening in East Germany too. In elections in 1990 the communists were defeated in East Germany. The Warsaw Pact was dissolved in July 1991 and in December of that year the Soviet Union dissolved. The Cold War had come to an end and the fall of the Berlin Wall symbolised the end of communist rule.'</i></p>

Question Number		
6		<p>Explain why relations between the USA and the Soviet Union grew worse in the period 1945–1948.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>• Capitalism and communism</li> <li>• The Berlin Blockade</li> </ul> <p>You must also include information of your own.</p> <p><b>Target:</b> knowledge recall and selection, causation and significance within a historical context (AO1/AO2).  <b>Assessing QWC i-ii-iii:</b> for the highest mark in a level <b>all</b> criteria for the level, including those for QWC, must be met.  <b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for SPaG.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<p><b>Simple or generalised statement(s) of causation.</b>  The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg 'Relations between the USA and the Soviet Union grew worse because they had different political beliefs, events during the war meant they didn't trust each other and there were disagreements after the war.'</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one cause stated.</li> <li>• 2 marks for two causes stated.</li> </ul> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p>
<b>QWC i-ii-iii</b>		
2	3–6	<p><b>Describes causes.</b>  The candidate supports the cause(s) given with relevant contextual knowledge but does not explain how they led to the stated outcome.</p> <p><i>eg 'Relations between the USA and the Soviet Union grew worse because they had different political beliefs. The Americans believed in a system called capitalism in which there was private ownership of property and voting for a number of political parties in order to form a government. The Soviet Union was based on a classless society with land and industry owned by the state, and there was only one political party. Relations also grew worse because of a number of incidents during and after the war. There was disagreement at the Yalta and Potsdam conferences and a dispute because of the Soviet blockade of Berlin.'</i></p> <ul style="list-style-type: none"> <li>• 3–4 marks for one cause described, according to the quality of description.</li> <li>• 4–5 marks for two causes described, according to the quality of description.</li> </ul>

<p><b>QWC</b> <b>i-ii-iii</b></p>		<ul style="list-style-type: none"> <li>• 5–6 marks for three or more causes described, according to the quality of description.</li> </ul> <p>Maximum 5 marks for answers that do not detail an aspect in addition to those prompted by the stimulus material, for example disagreements over Germany.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p><b>3</b></p> <p><b>QWC</b> <b>i-ii-iii</b></p>	<p><b>7–10</b></p>	<p><b>Explains causes.</b></p> <p>The candidate explains how the cause(s) led to the stated outcome and supports the explanation with relevant contextual knowledge.</p> <p><i>eg '...Relations grew worse in this period because there was a spirit of distrust. This had come about because they had different political systems (the USA believed in capitalism and the Soviet Union in communism). This distrust had been fuelled earlier during the Second World War when Stalin thought that the Allies were deliberately delaying starting a Second Front so that Germany could weaken the Soviet Union. Then there were disagreements about how to deal with Germany and the territory which the Soviet Union had occupied. So from 1945 the two sides did not trust each other and were always ready to see any action as an attempt by their rivals to gain a political victory over them. Another reason why relations grew worse was that both the Soviet Union and the USA did actually take steps to try to gain supremacy. So the Soviet Union made sure that every country in Eastern Europe had a government which was communist and sympathetic to the Soviet Union. It saw this as a defensive measure, but the Americans saw it as an attempt to spread communism worldwide. In response the USA issued the Truman Doctrine, offering to help countries resist communism, and the Marshall Plan giving aid. The Soviet Union countered with Comecon and a blockade of Berlin, which the Americans broke with an airlift. With this constant battle for supremacy, it is not surprising that relations grew worse.'</i></p> <ul style="list-style-type: none"> <li>• 7–8 marks for one explained cause, according to the quality of explanation.</li> <li>• 8–9 marks for two explained causes, according to the quality of explanation.</li> <li>• 9–10 marks for three or more explained causes, according to the quality of explanation.</li> </ul> <p>Maximum 9 marks for answers that do not explain an aspect beyond those prompted by the stimulus material, for example disagreements over Germany or the Marshall Plan.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar</p>

		appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.
<b>4</b>	<b>11–13</b>	<p><b>Prioritises causes or sees link between them.</b> This considers the relationship between causes. (This level can be achieved only if the response has explained at least three causes and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <ul style="list-style-type: none"> <li>12-13 marks for judgement of the relative importance of more than two causes or for an answer which shows the inter-relationship between three causes in coming to a judgement.</li> </ul> <p><i>eg As Level 3 plus ‘...I think the fact that they had different systems and beliefs was the most important reason. As a result of this there was a basic mistrust that had been reinforced by events in the war. So relations were bound to worsen, almost regardless of what happened. Certainly, events like the Berlin blockade reinforced the mistrust, but it was there anyway.’</i></p> <p>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example disagreements over Germany or the Marshall Plan.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
<b>QWC</b> <b>i-ii-iii</b>		
<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.