



Mark Scheme

International Advanced
Level in History (WHI04/1C)

Paper 4: International Study
With Interpretations

Option 1C: The World Divided:
Superpower Relations, 1943-90

Edexcel, BTEC and LCCI qualifications

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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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

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 their professional judgement to decide which level is most appropriate.

Placing 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.

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.

Generic Level Descriptors for Paper 4

Section A

Targets: AO1 (5 marks): Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

AO3 (20 marks): Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some accurate and relevant knowledge is included and presented as information, rather than being linked with the extracts. • Judgement on the view is assertive, with little supporting evidence.
2	5–8	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • Mostly accurate knowledge is included, but lacks range or depth. It is added to information from the extracts, but mainly to expand on matters of detail or to note some aspects which are not included. • A judgement on the view is given with limited support, but the criteria for judgement are left implicit.
3	9–14	<ul style="list-style-type: none"> • Demonstrates understanding and some analysis of the extracts by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • Attempts are made to establish criteria for judgement and discussion of the extracts is attempted. A judgement is given, although with limited substantiation, and is related to some key points of view in the extracts.

Level	Mark	Descriptor
4	15–20	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by a comparison of them. • Sufficient knowledge is deployed to explore most of the relevant aspects of the debate, although treatment of some aspects may lack depth. Integrates issues raised by extracts with those from own knowledge. • Valid criteria by which the view can be judged are established and applied and the evidence provided in the extracts discussed in the process of coming to a substantiated overall judgement, although treatment of the extracts may be uneven. Demonstrates understanding that the issues are matters of interpretation.
5	21–25	<ul style="list-style-type: none"> • Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Sufficient knowledge is precisely selected and deployed to explore fully the matter under debate. Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • A sustained evaluative argument is presented, applying valid criteria and reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

Section B

Target: AO1 (25 marks): Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–8	<ul style="list-style-type: none"> • There is some analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited support and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	9–14	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although some mainly-descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.
4	15–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence or precision.

Level	Mark	Descriptor
5	21–25	<ul style="list-style-type: none">• Key issues relevant to the question are explored by a sustained analysis and discussion of the relationships between key features of the period.• Sufficient knowledge is precisely selected and deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: Indicative Content

Option 1C: The World Divided: Superpower Relations, 1943-90

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument.</p> <p>Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that Stalin was responsible for beginning the Cold War.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"> • Stalin had no intention of keeping the agreements made at Yalta, particularly with regard to Poland. • Stalin's 'high-handed' actions in Poland and elsewhere in Eastern Europe shocked the West. • Stalin's actions were increasingly viewed by the West as the actions of a liar and a paranoid leader. • President Truman's reaction to events in Eastern Europe was to begin to take a hard line with the Russians. <p>Extract 2</p> <ul style="list-style-type: none"> • The Cold War began not because of decisions made but because of problems faced by both sides. • Every time one side attempted to defend themselves the other side saw it as a threat to the peace. • American and Soviet interests in Eastern Europe clashed; the Americans were wary of Soviet interest in Western Europe and the Soviets believed that the West was trying to encircle it politically and economically. • Each side felt the other was being aggressive creating a chain reaction of events. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that Stalin was responsible for beginning the Cold War. Relevant points may include:</p> <ul style="list-style-type: none"> • Stalin believed that the Soviet Union should maintain the geopolitical advantages gained during the Second World War, particularly with regard to Eastern Europe • Stalin believed that it was the right of the Soviet Union to be rewarded for the sacrifices made during the Second World War and was determined to enforce reparation • The Western allies had left the Yalta Conference confident that the

Question	Indicative content
	<p>agreements would be adhered to; Stalin's actions were genuinely shocking</p> <ul style="list-style-type: none"> • Truman was undecided about future US foreign policy on becoming President in 1945 and it was Stalin's decisions in Eastern Europe that pushed him away from concession. <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that Stalin was responsible for beginning the Cold War. Relevant points may include:</p> <ul style="list-style-type: none"> • The capitalist West and the communist Soviet Union joined forces against fascism in the Second World War; in the post-war world both looked to defend the interests of opposing political and economic ideologies. • Russia had paid a heavy price economically and socially for taking part in the Second World War and genuinely sought to defend itself • It was individuals within the US government and State Department who persuaded Truman to move US policy away from concession and towards a more hard-line approach • The responsibility of other individuals, e.g. Roosevelt, Churchill, Attlee, Bevin, or other factors, e.g. wartime divisions.

Section B: Indicative Content

Option 1C: The World Divided: Superpower Relations, 1943-90

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how successful the Soviet Union was in maintaining its influence and control over the states along the European Iron Curtain in the years 1953-64.</p> <p>Arguments and evidence that the Soviet Union was successful in maintaining its influence and control over the states along the European Iron Curtain in the years 1953-64 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Soviet Union, under Khrushchev, maintained its political influence throughout the period with the Eastern European states along the border remaining under Communist government • The Soviet Union developed economic and military influence through Soviet controlled organisations, e.g. COMECON, Warsaw Pact • Russian military force was used in the suppression of anti-government actions in the GDR (1953) • Soviet political influence over the GDR was particularly strong with Ulbricht's government implementing Soviet style economic policies with enthusiasm • Control over Hungary was firmly established in 1956 when Russian tanks were used to put down the Hungarian Revolution and the moderate communist leader, Nagy, replaced by Kádár. <p>Arguments and evidence that the Soviet Union was not successful/success was limited in maintaining its influence and control over the states along the European Iron Curtain in the years 1953-64 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Growing political unrest in the early 1950s led to some moderation; in 1956 Khrushchev conceded that there were 'different roads to socialism' and disbanded Cominform • In 1955, as part of the Khrushchev Thaw, the Soviets agreed to withdraw from Austria and recognise Austrian neutrality • Emigration from the GDR created a continuous crisis with regard to the stability and security of the East-West German border and for much of the time period • The scale of the Hungarian Revolution and the hatred shown to the Soviet Union by opponents of communism directly threatened Soviet control • The need to use force against protest in the states along the Iron Curtain suggests that the Soviet Union maintained ultimate control but not necessarily total influence. <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether Gorbachev was the most significant individual involved in the shaping of Cold War politics in the 1980s.</p> <p>Arguments and evidence that Gorbachev was the most significant individual involved in the shaping of Cold War relations in the 1980s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Gorbachev's introduction of new domestic policies - glasnost and perestroika – in the Soviet Union paved the way for a thaw in international relations • Gorbachev's style of international diplomacy appealed to other world leaders; Reagan and Thatcher believed that he was a man that they could 'do business with' • Gorbachev's replacement of the Brezhnev Doctrine with the 'Sinatra' Doctrine was instrumental in the collapse of the Iron Curtain in Europe • The heightened tensions of the early 1980s came to an end after 1985 with Gorbachev's willingness to consider a restoration of détente and negotiations to limit nuclear weapons • Gorbachev brought to an end other significant Cold War tensions, e.g. Soviet withdrawal from Afghanistan, easing of Sino-Soviet disagreement. <p>Arguments and evidence that Gorbachev was not the most significant individual involved/his significance was limited in the shaping of Cold War relations in the 1980s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Gorbachev only came to power in 1985 with events being forced by long-term economic decline within the Soviet Union more than Gorbachev himself • Ronald Reagan was influential both in heightening tensions in the early 1980s with his 'hawkish' rhetoric and encouraging the thaw of the later 1980s with his hatred of nuclear war and willingness to negotiate • Margaret Thatcher had been aware of Gorbachev's potential as a game-changer even before he had established his leadership fully and it was she who encouraged Ronald Reagan to begin dialogue • Pope John Paul II played a political role in developments, particularly in the collapse of Soviet-controlled Eastern Europe but also in condemning 'proxy wars' in the developing world • After the death of Mao (1976), the emergence of Deng Xiaoping saw tentative steps towards change in the Chinese Cold War policies • The influence of other individuals, e.g. Lech Walesa, Helmut Kohl, Erich Honecker. <p>Other relevant material must be credited.</p>