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Surname

Other names

Pearson Edexcel
GCSE (9–1)

Centre Number

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Candidate Number

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History

Paper 2: Period study and British depth study
Option 27: Superpower relations and the Cold War,
1941–91 and Tudor depth options

Specimen assessment materials for first
teaching September 2016
Time: 1 hour 45 minutes

Paper Reference

1HI0/27

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

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Turn over ►

PEARSON

SECTION A: Superpower relations and the Cold War, 1941–91

Answer ALL Questions in this section.

1 Explain **two** consequences of the Soviet invasion of Afghanistan (1979).

Consequence 1:

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Consequence 2:

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(Total for Question 1 = 8 marks)

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3 Explain **two** of the following:

- The importance of the Truman Doctrine (1947) for the development of the Cold War. (8)
- The importance of the construction of the Berlin Wall for relations between the USA and the Soviet Union in the years 1961–63. (8)
- The importance of the Helsinki Agreements (1975) for superpower relations. (8)

(Total for Question 3 = 16 marks)

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SECTION B: Tudor depth options

Answer EITHER Question 4 OR Question 5.

EITHER

Option B3: Henry VIII and his ministers, 1509–40

Question 4

Page XX

OR

Option B4: Early Elizabethan England 1558–88

Question 5

Page XX

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Option B3: Henry VIII and his ministers, 1509–40

If you answer Question 4 put a cross in the box .

Answer Question 4(a), Question 4(b) and EITHER Question 4(c)(i) OR Question 4(c)(ii).

4 (a) Describe **two** features of the Treaty of London (1518).

(4)

Feature 1

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Feature 2

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(b) Explain why Cromwell fell from power in 1540.

(12)

You may use the following in your answer:

- Anne of Cleves
- court factions

You **must** also use information of your own.

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PART (C) BEGINS ON THE NEXT PAGE.



Answer EITHER Question 4(c)(i) OR Question 4(c)(ii).

EITHER

- (c) (i) 'Financial difficulties were the most significant problem faced by Henry in the years 1520–29.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Amicable Grant
- Catherine of Aragon

You **must** also use information of your own.

OR

- (ii) 'Cromwell's commissions of 1535 were the main reason why the dissolution of the monasteries took place.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the activities of monks and nuns
- monastic lands

You **must** also use information of your own.

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Option B4: Early Elizabethan England, 1558–88

If you answer Question 5 put a cross in the box .

Answer Question 5(a), Question 5(b) and EITHER Question 5(c)(i) OR Question 5(c)(ii).

5 (a) Describe **two** features of Drake's raid on Cadiz (1587).

(4)

Feature 1

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Feature 2

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(b) Explain why there was an increase in poverty in early Elizabethan England.

(12)

You may use the following in your answer:

- inflation
- wool industry

You **must** also use information of your own.

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[The live question paper will contain two more pages of answer lines.]



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PART (C) BEGINS ON THE NEXT PAGE.



Answer EITHER Question 5(c)(i) OR Question 5(c)(ii).

EITHER

- (c) (i) 'The Puritans presented the most serious challenge to the religious settlement in the years 1558–68.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Puritan demands
- Roman Catholic nobility

You **must** also use information of your own.

OR

- (ii) 'The main reason Mary, Queen of Scots was executed was because she was involved in the Babington Plot.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Walsingham
- Parliament

You **must** also use information of your own.

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question: Question 5(c)(i) Question 5(c)(ii)

Series of horizontal dotted lines for writing answers.

[The live question paper will contain three more pages of answer lines.]

(Total for Question 5 = 32 marks)

TOTAL FOR SECTION B = 32 MARKS
TOTAL FOR PAPER = 64 MARKS



Specimen assessment materials for first teaching September 2016

Paper 2: **Period study** and British depth study (1HI0/26 and 27)

Part A: Period study options

Options 26/27: Superpower relations and the Cold War, 1941–91

Part A: Period study: Superpower relations and the Cold War, 1941–91

Question		
1		<p>Explain two consequences of the Soviet invasion of Afghanistan (1979).</p> <p>Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p>AO2: 4 marks AO1: 4 marks NB mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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 <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • It led to a 10-year involvement in Afghanistan for the Soviet Union and the ending of détente with the USA. • It pushed President Carter into issuing the Carter Doctrine. This stated that any attempt by any outside force to gain control of the Persian Gulf region would be regarded as an assault on the vital interests of the USA, and would be repelled by any means necessary. • It resulted in a US boycott of the 1980 Moscow Olympic Games. • It led the USA to place economic sanctions on the Soviet Union and to offer assistance to the <i>Mujahideen</i>. 		

Question		
2		<p>Write a narrative account analysing the key events of the Prague Spring (1968).</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Alexander Dubček • Soviet control. <p>You must also use information of your own.</p> </div> <p>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</p>
	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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] <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6–8	<ul style="list-style-type: none"> • 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] <p><i>No access to Level 3 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

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:

- In January 1968, it was clear that the New Economic Model had failed. As a result Novotny was challenged and replaced by Dubček who began to introduce reforms
- Dubček acknowledged that ordinary Czechs disliked the methods of Soviet control and he allowed free speech and a free press.
- In April 1968, the Czech Communist Party Central Committee stated their support for Dubček's policies leading to Liberal demands for even greater freedoms.
- Eastern European countries such as East Germany grew concerned when Dubček developed economic ties with West Germany and sought action.
- In July 1968, the Soviet leadership announced that it had evidence that West Germany was planning an invasion of the Sudetenland and asked permission to send in the Red Army to protect Czechoslovakia.
- In August, forces of the Warsaw Pact invaded leading to the restoration of Soviet control.

Question		
3		<p>Explain two of the following:</p> <ul style="list-style-type: none"> • The importance of the Truman Doctrine (1947) for the development of the Cold War. • The importance of the construction of the Berlin Wall for relations between the USA and the Soviet Union in the years 1961-63. • The importance of the Helsinki Agreements (1975) for superpower relations. <p>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).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>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 <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p>Indicative content guidance</p> <p>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.</p> <p>The importance of the Truman Doctrine (1947) for the development of the Cold War</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • The Truman Doctrine showed the USA's intention to become involved in European affairs and challenge the spread of communism. • It led to the USA embracing openly the policy of containment and was a clear indication to the Soviet Union that there would be a robust counter to its foreign policy. • Truman's speech made it clear that the world was divided into two and that in future there was a choice between capitalism and communism. • It meant that the Marshall Plan was accepted in the USA and became the 'other half of the walnut', using the USA's economic power in the Cold War. <p>The importance of the construction of the Berlin Wall for relations between the USA and the Soviet Union in the years 1961-63</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • Within days of the construction of the Wall, the USA sent in more than 4000 troop reinforcements with hundreds of armoured vehicles which travelled by road across East Germany, showing that the 		

USA would not be intimidated by Soviet Union.

- The existence of the Wall eased tensions because the Soviet Union was content that the flow of refugees to the West had been halted.
- The Wall was a constant reminder to both sides of the ideological division between them and periodic deaths of attempted escapees served to feed the hatred between the two powers.
- It made the USA more determined not to leave West Berlin and was a reason for Kennedy's visit in 1963 when he made the '*Ich bin ein Berliner*' speech. This showed the Soviet Union that the USA would continue to be a military and diplomatic presence in Europe.

The importance of the Helsinki Agreements (1975) for superpower relations

Relevant points may include:

- Superpower relations were improved by the Agreements which furthered détente in the 1970s.
- There was an acceptance of post-war European frontiers and the Soviet Union accepted the existence of West Germany, thus easing tension.
- The Soviet Union's failure to observe the agreement on human rights led to increased tension.
- The Agreements did some good because the SALT 2 talks continued.