

Examiners' Report
June 2012

GCE History 6HI03 E

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service. See the ResultsPlus section below on how to get these details if you don't have them already.



Get more from your exam results

...and now your mock results too!

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance, helping you to help them more effectively.

- See your students' scores for every exam question
- Spot topics, skills and types of question where they need to improve their learning
- Understand how your students' performance compares with Edexcel national averages
- Track progress against target grades and focus revision more effectively with NEW Mock Analysis

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. To set up your ResultsPlus account, call us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2012

Publications Code UA032434

All the material in this publication is copyright
© Pearson Education Ltd 2012

Introduction

The third session of the 6HI03 E examination saw a good standard of responses from candidates. Indeed many candidates had acquired a detailed subject knowledge and were able to comment with sophistication and historical insight.

The paper was divided into two parts. Part (A) covered an In-Depth Study question whilst Part (B) was an Associated Historical Controversy question. Unfortunately some candidates still write too much resulting in a loss of focus on the question. Factual relevance is more important than writing a long answer. Concise comments are the key to high marks. Examiners want to see that candidates can use the sources and their own material effectively to answer the question set.

Centres should note that the amount of space provided in the booklet for answers is more than enough. It should not be seen as a recommendation of the amount candidates should write.

Although a few responses were quite brief, there was little evidence on Option E of students having insufficient time to answer both questions. The paper was suitable for a wide range of abilities to be tested. There were also very few rubric errors. As expected, there were far more entrants for E2 (A World Divided: Superpower Relations, 1944-90) than for E1 (The World in Crisis, 1879-1941). The candidates' performance on individual questions is considered in the next section.

Question 1

Most candidates who attempted this question were able to discuss to what extent the Balkan crisis of 1914 was the occasion for or the cause of the First World War? Weaker responses tended to offer (1) a general survey of the causes of the First World War which lacked focus on the role of the Balkan crisis (2) a descriptive account of the key events leading to the crisis of 1914 which failed to target the terms of the question (3) a commentary on great power involvement in the Balkans which failed to assess the contribution made by the 1914 crisis to the outbreak of war. Conversely, the best responses offered a sustained evaluation of the role played by the 1914 Balkan crisis in bringing about the First World War using an agree/disagree essay structure.

~~In addition~~ Another cause for high tensions in 1914, was the naval race as this caused a decline in Anglo-German relations to decline and threatened, briefly, Britain's naval supremacy. ~~Moreover~~ In addition to this, was the arms race, which also caused tensions to grow. Nations had been rapidly increasing their armies during the 1900s and attempts to limit them had failed, for example at the Hague Conference. Russia and Germany in particular are examples of rapidly growing armies, as Russia began ~~expanding~~ expanding their army after the Bosnian Crisis, and Germany called for 130,000 more troops after the Second Moroccan Crisis. This was significant for why the 1914 was the occasion for war, as it ~~shows~~ it meant by that time most countries were prepared for war and so were more willing to go ~~for~~ to war.



ResultsPlus

Examiner Comments

This candidate has produced a Level 4 answer by adopting a well structured and analytical approach to the question. After discussing the role of the 1914 Balkan crisis, the candidate then moves on to consider other relevant causal factors operating in 1914 (including the arms race - as shown in the extract) before reaching an overall judgement about 'occasion' or 'cause'.



ResultsPlus

Examiner Tip

To gain high marks on the In-Depth Study question, you must have a sound subject knowledge. Check the specification for the key topics.

Question 2

Quite a few candidates who attempted this question presented a lack of detailed knowledge about the peace treaties concluded between 1919 and 1922. Several responses offered sketchy or inaccurate accounts of the less well-known treaties such as Trianon or St. Germain. Many of the weakest candidates relied on a simple description of the Versailles Treaty, together with a few basic references to some of the other treaties. The best responses were able to provide an assessment of how far the peace treaties were vicious and short-sighted by referring to a range of relevant issues, including the creation of the League of Nations, the dissolution of the Austro-Hungarian Empire, national self-determination and the self-interest of the Allied powers.

The peace treaties of 1919-1922 were very contentious and started at the Paris Peace Conference where Germany said it was 'forced' to sign the Treaty of Versailles. The treaty punished Germany and the central powers viciously, taking it's most productive areas of industry, limiting her armed forces massively-and more than anyone else and also setting a vast reparation sum. In

(Section A continued) effect it crippled Germany and caused a hatred that would grow and could be said to manifest itself in Adolf Hitler's eventual rise to power in January 1933. The treaty also excluded Germany from the newly formed League of Nations further adding to her isolation and discontent. The treaties of Neuilly, Trianon and St. Germain did little better in dealing with the other central powers which should have been brought into the international community rather than being pushed out leading to further problems later i.e. World War Two.



ResultsPlus

Examiner Comments

This low Level 3 response is broadly analytical but offers limited detail and development. Here, for example, the candidate's assessment of the Versailles Treaty lacks depth and the other treaties are simply mentioned rather than linked explicitly to the question.

Question 3

This proved to be a popular question. Most candidates were able to explain how Eisenhower's cold war diplomacy exhibited both 'confrontation' and 'coexistence' features in the years 1953 to 1960 (e.g. Domino Theory, Eisenhower Doctrine, confrontation with China, the Austrian Treaty and summit diplomacy).

The best responses analysed the confrontation/coexistence issue either in terms of the practical limitations of the hardline 'New Look' foreign policy, or the enduring tensions and suspicions which underpinned any US commitment to coexistence. Weaker candidates tended to (1) produce a chronological 'peaceful coexistence' narrative with little or no reference to the Eisenhower confrontation/coexistence debate, or (2) offer general statements in place of detailed supporting evidence.

It is certainly arguable that Eisenhower's Cold War diplomacy was based on confrontation. Highly right-wing politicians in his administration such as John Foster Dulles influenced the President to become more aggressive towards communist expansionism, as they saw it. This is evident through the President's policy of "roll-back", which stated that the US military should be concerned with removing the communists from the land they controlled, essentially forcing them back to Russia itself. The President also advocated "massive retaliation", which meant that any Soviet provocation would lead to an

(Section A continued) unprecedented response using all the resources of the US military to inflict damage on the USSR. This clearly suggests a foreign policy towards the USSR based on confrontation. Under Eisenhower's presidency there were also many arms developments in the USA: the Americans developed the hydrogen bomb in 1952, lithium bomb in 1954, the first inter-continental B52 bomber in 1955, the inter-continental ballistic missile in 1959 and the first submarine-launched ballistic missile "Polaris" in 1960. This clearly shows an aggressive attempt to build up arms, a provocation of potential warfare which threatened the Soviets considerably. During the 1960 Paris Summit an American U2 spy plane was shot down over Russia, further revealing how Eisenhower distrusted the USSR and was actively spying on their military, an act of confrontation. Hence it is clear that Eisenhower's cold war diplomacy in 1953-1960 was certainly confrontational.



ResultsPlus
Examiner Comments

This Level 5 response offers a sustained analysis of the confrontation-coexistence debate and reaches an informed judgement at the end about Eisenhower's cold war diplomacy. Here the candidate deploys clear arguments and relevant own knowledge to make the 'confrontation' case.

Question 4

This was another popular question. Most candidates were aware of the main causes of US-Soviet detente in the 1970s, including improved Sino-US relations. Consequently, the majority of responses offered some assessment of the relative importance of improved Sino-US relations in promoting detente. Indeed, the strongest candidates demonstrated impressive range and depth in precisely focused answers which considered not only the stated factor but also others such as the desire to control the arms race, the impact of Vietnam on the US, and Soviet economic motives. Weaker candidates tended to (1) write largely narrative accounts of detente, or (2) produce a success/failure analysis of detente. A few confused 1970s detente with 1950s peaceful coexistence.

Chosen Question Number:

Question 1

Question 2

Question 3

Question 4

- 5 - 500 million USD.
- Moat death 76.
Vietnam 66-73
- Soviets struggled - economically
 - Soviets had to do something about Sino-USA relations as they were being left out.
 - 72 Nixon to Moscow - 74 or well
 - 73 ~~Washington~~ to Washington. Brezhnev
 - Nixon visit China 72
 - Ford 75
 - Kissinger 71
 - SALT I - ACB treaty 1972
 - SALT II began 1974 signed 1979
 - ping pong diplomacy
 - 1980s SALT II
 - 2 missile sites location 100 missiles
- KAV'S

The improvements in relations between the USSR and the USA was a large contributing factor as to why ~~Detente~~ Detente was promoted by the two Superpowers at this time. There were of course other factors as to why Detente and peaceful coexistence was promoted at this time that do too have some significance.

Since the Cuban Missile Crisis of 1962 where the world came to its closest point of nuclear destruction the two Superpowers have been tense in their relations. However due to the fear of war the two Superpowers did not want to get to the Tension level of 1962 and so in 1965 a hot line link was set up by the two Super power leaders which was a direct line for negotiations to ease tensions as both countries were now aware of Mutually

assured destruction.

One of the factors that encouraged the Soviets to improve relations with the US was their newly found relations with China. In 1971 the Chinese invited the US ping-pong team over to play in China, during the competition the Chinese let the Americans win a lot of the matches as a sign of friendship. After this Kissinger visited China in 1971 which started Ping-Pong diplomacy between the two countries. After a relation had been established President Nixon visited China in 1972 to have talks with Mao, whereby the two leaders discussed their common ground on views but also decided to agree to disagree on certain aspects of their ideological differences. This new relation worried the Soviet as they were now almost being pushed aside and were subject to being undermined or embarrassed by the USA or China.

The USA was also beginning to struggle with the Vietnam war and could not economically or militarily fight in the Cold War and in Vietnam and so due to their struggle in Asia the US was open to détente as it would mean that they were able to increase military spending. Which therefore prompted the signing of SALT I in 1972 which included the ABM Treaty where by the two Superpowers were only allowed two missile sites with each having less than 100 missiles in it. Both countries chose their capitals to place them in, Washington and Moscow. SALT I however did not

go far enough to restrict use of nuclear weapons as the Treaty did not include ICBM's. However it did restrict the usage of ACBM's and SLBM's.

A sign that the relations between the two countries was shown by President ~~John~~ Nixon's visit to ~~Paris~~^{Moscow} in 1972 and then Brezhnev's visit to Washington in 1973 to promote peaceful coexistence talks. However to the Soviets Henry Kissinger - USA relations continued which benefitted both Mao and Nixon because Mao wanted the US to pull out of Vietnam and Taiwan whilst the US wanted to lessen its commitments in ~~the~~ Asia whilst keeping its military bases in the Pacific. Finally after 9 years the USA pulled out of Vietnam which eased its domestic problems → the American public had held protests against the war since 1969. With the two leaders of the Soviet Union and America holding talks with each other, it showed a strong sense that the improved relations between the two countries did promote détente.

However due to SALT I not going far enough to normalise the use of nuclear weapons, SALT II was beginning to be written from 1974 but was not signed until 1979. The Helsinki agreement of 1975 was another sign of peaceful coexistence between the two countries, the Agreement contained three baskets, the Security basket, the Technology and Information basket where by both countries had to share its knowledge of

nuclear weapons, the Human rights basket, which the USA already had in its country and so therefore was a sign that the US was getting one up on the USSR, which did not agree with Basket 5 however was forced to sign it as they wanted Baskets 2 and 3. This showed improved relations as the two superpowers were coming to more agreements.

After President Ford's visit to China in 1975, Mao then died in 1976. Before this, trade between the two countries had grown significantly in a few years from 5 million dollars to 500 million dollars. One of the aims of the US and Soviets was to improve trade which was therefore another factor as to why Détente would benefit the two countries. With the Soviets suffering economically Détente would allow them to be able to improve its trade and domestic problems.

In conclusion I agree that Sino-US was improved relations was one of the main factors in promoting Détente however other key factors also played a role such as the Sino-American relations because the Soviets felt like they had to act upon this as they were being left behind by the two superpowers. Another main factor was the ~~Western~~ National interests of both countries which suited Détente. However due to there being no punishment if either country broke the agreement of Détente, it was only agreed upon whilst it suited both countries like the US and its Vietnam

problems. Therefore it broke down once the Soviets invaded Afghanistan.



ResultsPlus

Examiner Comments

This Level 2 response illustrates two common weaknesses (1) it offers limited range and development on the causal factors of detente, instead of a detailed analysis, and (2) it then loses focus on the question by providing a general account of superpower relations under detente.



ResultsPlus

Examiner Tip

If you use the key phrases from the question throughout your essay, this will help you to write a relevant analytical response.

Question 5

Most candidates who attempted this question were able to discuss the role of the USA's isolationist policy in the failure of the League of Nations and weigh the stated factor against others (such as Anglo-French divisions, the League's flawed security mechanisms and the aims of the revisionist powers). Better responses integrated source material and candidates' own knowledge to develop an argument about the League's failure based on the issues raised by the extracts. These responses cross-referenced the sources extensively to support or challenge particular viewpoints in the process of reaching a judgement. Weaker candidates often relied almost exclusively on the source material and introduced very little own knowledge to develop a line of argument. In addition, some low-scoring answers merely offered 'potted' summaries of each source (often with a little own knowledge included) which prevented cross-referencing and the development of a support/challenge approach. A number of candidates were unable to explain the significance of the Anglo-French divisions identified in Source 3.

Source 1 immediately establishes ~~the~~ the USA's non-involvement as the primary cause for the League's failure: "the United States turned its back on Europe." It is true that public opinion was vastly anti-European, as reflected by Wilson's defeats by the senate on European post-war issues, for example his Fourteen Points. ~~USA~~ The United States' financial isolation was certainly problematic for the major powers, but perhaps more importantly, as highlighted by Drey in Source 1, was the wider result concerning "belligerent" or "hostile" powers. Drey claims that "The American position carried the danger that Germany, Italy and Japan would be encouraged to pursue adventurous foreign policy." This is undoubtedly the case when considering Japan's invasion of Manchuria in 1931. Aware that the USA was unlikely to respond ^{and} ~~at~~ that Britain and France had neither the means nor the energy to travel to the Pacific, Japan was able to pursue her aggressive foreign policy with little ~~pro~~

physical remonstrance. This is supported by Roberts in Source 2: the League 'heard powerful pleas for action against [the] Japanese ... but its responses were ineffective.' ~~the~~ Roberts' overall stance in the source that constitutional defects were the cause of the League's downfall thus strengthens the case that American isolationism had a great role in the League's failure.

The Manchurian Crisis also brings many of ~~the~~ ^{the said} constitutional defects into light. One of the many plans highlighted in Source



ResultsPlus

Examiner Comments

This Level 4 response integrates source material and the candidate's own knowledge to good effect. In this extract, the candidate begins to develop the argument that US isolationism was a critical factor in the League's failure by (1) integrating own knowledge with evidence from Source 1 and (2) linking US non-involvement to the League's internal difficulties, as revealed in Source 2.



ResultsPlus

Examiner Tip

During the planning stage, after you have identified the key issues raised by the sources, add your own knowledge to these points. That way you'll find it easier to integrate the two elements in the actual essay.

Question 6

On this question, the majority of responses were able to offer an explanation for the USA's decision to confront Japan in 1941 based on the competing views set out in the three sources. Most candidates could also draw on a sound knowledge of the key events during the late 1930s and early 1940s which led to war in the Pacific. Once again, stronger candidates integrated cross-referenced source material with their own knowledge to put forward a substantiated judgement. Lower scoring responses typically adopted the sparse summary approach to the sources or else included little or no own knowledge. A few of the weaker candidates uncritically accepted the USA's economic motivation and failed to consider properly the other arguments (e.g. US security interests in the Pacific and the broader strategic implications of a British defeat) set out in the extracts.

David Williamson wrote that had a 'strongly held belief that they should be able to trade and invest freely in China and elsewhere'. This was seriously threatened by Japan who had used the civil war in China ~~to~~ and its potential threat to Japanese security to heavily influence China with a plan to create its own satellite state.

(Section B continued) This would therefore affect America's opportunity to trade with China. This is supported by Hugh Brogan who wrote that America 'might have' trade with the new Japanese empire' but that it would create 'a ceaseless storm of protest from the American businessmen and missionaries who still hoped to exploit China themselves'. Japan also hoped to create a Greater Asia Co-prosperity and therefore needed to control more resources and territory in the Pacific further weakening America's economic position. The economic issues caused by Japan for America may have been exacerbated by the fact that the USA was still recovering from the Great Depression in 1929-33 and the Wall Street Crash.



ResultsPlus

Examiner Comments

This candidate has produced a Level 3 answer by extracting some information from Sources 4 and 5, and integrating a moderate amount of relevant own knowledge. There is scope to offer more of both and to cross-reference the sources more effectively. For example, all three sources can be used to show (1) how US economic and security interests in the Pacific region were intertwined (2) how Japan posed a threat to both.

Question 7

Most candidates found this question accessible. Overall, the sources were used effectively and appropriate own knowledge was included to develop the argument. Stronger responses offered a sustained analysis based on the cross-referencing of the extracts and the integration of source material and own knowledge. These typically examined the role of superpower misjudgement and ideological motivation, and the actions of Stalin and Truman. Low-scoring candidates tended to exhibit three main weaknesses - (1) relying on a memorised 'perspectives' essay (covering the orthodox, revisionist and post-revisionist interpretations) which was inadequately linked to the sources provided (2) poor or non-existent integration of source material and own knowledge (3) developing the analysis to 1948/49 rather than 1953.

Finally, ~~the~~ superpower misjudgements account for the development of the Cold War in the years 1945-53 ~~because~~

(Section B continued) to a large extent, as it created "a vicious circle", as stated by McAuley in Source 7, showing how the ~~fact~~ fact that "American decision-makers misread Soviet security interests" resulted in a ~~misjudgement~~ misjudgement from the Soviet Union who saw "US policy as aggressive capitalist expansionism." ~~Source 8~~ Zubok and Pleshchikov support this in Source 8, claiming Stalin ~~did~~ "did not want to provoke American and British imperialism" showing how the Russians may have misread the actions of the USA, seeing them as aggressive instead of seeing them as a nation that could have "contributed to the reconstruction of the Soviet economy" through the use of the "Marshall Plan". Instead of seeing the ~~the~~ Marshall Plan (1947) as the USA attempting to help rebuild post-war Europe it was seen as 'dollar imperialism' by Molotov and Stalin who rejected the proposals in Paris in 1947, forbidding other Eastern European countries from accepting aid and expelling Tito and Yugoslavia from Cominform in 1948 after they accepted aid. They then set up COMECON in response to this, and used "ruthless police methods and intensive Communist propaganda" to prevent ~~the~~ Eastern Europe from being tempted by the "aggressive capitalist expansionism".

McLaurie also claims in Source 7 that the USA could have "drawn the Soviets into joint control of atomic weapons," referring to the Baruch Plan (1946) that was rejected by the Soviets as the USA looking to maintain a

(Section B continued) nuclear monopoly. This in turn resulted in the USA viewing the Soviets as aggressors who wanted their own bombs which they developed in 1949, triggering the arms race. Finally, the claim made by McLaurie that "American decision-makers misread Soviet security interests" was not helped by the fact that Card Livers and as George Kennan were introduced whilst those more sympathetic such as Henry Wallace were removed from government, ~~so~~ so the USA "~~misread~~" "misread Soviet security interests" as "proof of Soviet expansionism", when in reality, the Soviets merely wanted a security buffer after the traumatic experiences of WWI, the Civil War, and WWII. Therefore, superpower misjudgements were very ^{significant} ~~important~~ in ~~the~~ causing the development of the Cold War from 1945-53.

However, there are flaws with the view that it was ~~super~~ superpower misjudgements which accounted for the development of the Cold War between 1945 and 1953. The Marshall plan is used by Zubok and Pleshchikov in Source 8 ~~and~~ ^{and} critiqued at by McLaurie in Source 7 as evidence of superpower misjudgements by the Russians and Stalin. However, the Marshall plan was used in 1947 with the aim of containing "Soviet expansionism", ~~and~~ to ~~undermine the~~ particularly to Greece, and to undermine Communism in Eastern Europe, so it is not necessarily true that it was misjudged by Stalin, who

(Section B continued) felt there were too many things attached. ~~From~~
Zubik and Heshaker also place too much of the blame on
Stalin in Source 8, as Truman and the many American
diplomats made misjudgements which resulted in an
escalation of tensions in the Cold War. ~~Therefore, the view~~
~~that it was simply superpower misjudgements is limited~~
~~because it does not take into account the claim that~~ Therefore, the view
that it was simply superpower misjudgements that resulted
in the development of the Cold War from 1945 to 1983 is
too simplistic and limited.



ResultsPlus Examiner Comments

This Level 4 response provides a good example of how to put forward an argument and then evaluate it. Here, the candidate cross-references Sources 7 and 8, and integrates own knowledge, to develop the misjudgement viewpoint. Then, the candidate addresses the weak points of this interpretation before giving an overall verdict.

Question 8

Many candidates made good use of the sources and their own knowledge to develop a confident line of argument about the relative importance of popular protests in Eastern Europe in bringing the Cold War to an end. The strongest candidates offered a sustained source-led analysis with impressive range and depth. Many in this category provided extensive cross-referencing of the sources to emphasise, for example, how economic issues in the 1980s influenced East European protest and the actions of Reagan and Gorbachev. Weaker candidates tended to produce (1) a memorised 'end of Cold war' essay (often surveying the triumphalist, ideationist etc. perspectives) which was inadequately linked to the sources provided (2) a 'potted' source by source commentary with little or no cross-referencing which prevented the development of a support/challenge approach.

Plan

Intro

P1 — Popular protests (solidarity, velvet revolution)

P2 — leaders (Reagan ideas, Gorbachev policies)

P3 — economies (poor Soviet, rich USA)

Conclusion

(Section B continued) In this essay I will be talking about whether or not that I agree with the view that the cold war came to an end because the Soviet bloc was fatally undermined by popular protests in Eastern Europe.

Source 10 tells us that,

A popular protest in eastern Europe became more frequent during the 1980's because this was when Gorbachev introduced his policies of Glasnost which meant that people were entitled to more freedoms such as the freedom of speech, because Gorbachev had introduced this policy people no longer felt as threatened as they had done during previous leaderships which gave them the confidence to protest against the the role of the USSR.

In Poland there was a famous protest known as the Solidarity movement. This protest involved the ~~of~~ a key figure Pope John Paul the second, Poland had extremely high number of catholic people which meant that the protest gained a lot of popularity extremely quickly. The pope and the Polish people and in fact other countries in the *Eastern block felt a "growing opposition to the communist way" this quote supports

(Section B continued) my statement the more popular
uprisings taking place in Eastern Europe
was due to not only an easing of
"the Soviet grip" but it was also
due to the growth of nationalism which is
stated in source 10.

Source 11 argues that the main cause for
the end of the cold war was both
Reagan and Gorbachev's, Policies and ideas. "Reagan,
whose simple-minded idealism broke through the
usually dense screen of warring ideologists around
him to let him be convinced", this
article supports the view that Reagan
used very basic idea in order to break
the Soviet Union, Reagan's main policy
of trying to get the USSR to lowering
its own economy was a good practical
idea which he used by increasing his own
military spending so that the USSR would
have to do the same, and in turn
destroy their own economy. Source 12 also
argues that Gorbachev was also responsible
for ~~the~~ bringing an end to the cold war,
Gorbachev decided to try and reform the
USSR by introducing policies such as

(Section B continued) perestroika and Glasnost. Perestroika was an economic policy that allowed more free trade and introduced "private capitalism", perestroika destroyed the Soviet economy and was one of the key factors for ending the cold war because of the collapse of the Soviet economy, "The essential answer lies in the failure of the Soviet system. By the 1980's there were enormous economic problems"; this shows that the policies Gorbachev had introduced destroyed the Soviet union.

Source 12 suggests that the main factor which brought about an end to the cold war was the rival economies. Reagan knew that the USA's economy was much more powerful than that of the USSR's economy so Reagan decided to use it as his main weapon. As the Soviet economy was facing major problems, "the west was keeping ahead thanks what some called another industrial revolution with the emergence of computer technology and the arrival of the "information age". This quote shows that the USSR's failing economy contrast with the USA progress economy meant that the Soviet union

(Section B continued) could no longer carry on the arms race whilst they were facing massive domestic problems as well, which led to a collapse of the Soviet Union and an end to the cold war.

In conclusion I believe that the main factor which leads to the end of the cold war was the policies and role of Gorbachev ~~and~~ along with Reagan's idealism. Gorbachev tried to introduce policies in order to try and reform the USSR but it in fact destroyed the economy and because of Reagan was using his economy to combat the USSR this meant that the USSR no longer had enough to mass produce weapons ~~of~~. It can be argued that also Gorbachev policies of freedom led to an end to the cold war because the USSR had lost most of its support in the eastern block, and the people ~~pressing~~ was under pressure that the USSR faced.



ResultsPlus Examiner Comments

This Level 2 response has two major weaknesses. First, the candidate uses a 'potted summary' approach to the sources. Consequently there is very little cross-referencing to facilitate a support/challenge analysis. Second, the candidate offers very little own knowledge to extend the source arguments.



ResultsPlus Examiner Tip

When planning your answer, read through the sources carefully and list all the support and challenge points you can. This will help you to cross-reference effectively in your answer.

Paper Summary

A general summary of the areas for improvement are as follows:

In-Depth Study question

1. Candidates need to ensure that their subject knowledge conforms to the specification. Weaker responses usually lacked range and/or depth. A few discussed a period or development which was not the focus of the question (e.g. confusing peaceful coexistence with detente).
2. Candidates need to be more aware of the time frame attached to a question. Some lower scoring responses devoted much time and space to discussing only part of the period targeted by the question.
3. In order to address the question effectively, candidates need to offer an analysis not a descriptive or chronological account.

Associated Historical Controversy question

1. Candidates need to treat the sources as a package to facilitate cross-referencing and advance a convincing line of argument. Many weaker candidates resorted to 'potted' summaries of each source which failed to develop a support/challenge approach.
2. Candidates need to integrate the source material and their own knowledge more effectively to substantiate a particular view. Weaker responses were frequently too reliant on the sources provided and little or no own knowledge was included.
3. Candidates should avoid memorised 'perspectives' essays and base their responses on the issues raised by the sources instead. The Associated Historical Controversy question is an exercise in interpretation not historiography.
4. A few candidates are still providing extensive and wholly unnecessary accounts of the provenance of each source.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UA032434 June 2012

For more information on Edexcel qualifications, please visit

www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

