

Examiners' Report
June 2013

GCE History 6HI03 E

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Introduction

It was pleasing to see a good standard of responses from candidates in the fourth session of the 6HI03 E examination. Many candidates wrote insightful comments which placed them in the higher grade categories. The paper was divided into two sections: Section (A) was an In-Depth Study question, and Section (B) an Associated Historical Controversy question.

Examiners want to see candidates who can use the sources and their own material effectively to answer the questions set. Centres should note that the amount of space provided in the booklet for answers is more than enough for full marks. Some candidates wrote too much generalised comment. As a consequence, their responses lacked precise analytical focus and detailed supporting evidence.

Although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer both questions. The ability range of those entering was diverse but the design of the paper allowed all abilities to be catered for. There were also very few rubric errors. As expected, there were far more entrants for

B1 – France, 1786-1830: Revolution, Empire and Restoration

than for

B2 – Challenging Authority: Protest, Reform and Response in Britain, c1760-1830

One pleasing trend is that very few candidates produced essays which were devoid of analysis. The main weakness in responses which scored less well tended to be a lack of sufficient knowledge, rather than lengthy descriptive writing without analysis. The paper provided candidates with the opportunity to develop their essay writing and to include source material as and when necessary.

There appears to be an increasing tendency for candidates to analyse and produce judgements in the main body of the answer and have cursory conclusions. Candidates can indeed sustain arguments by these means and this approach does not, in itself, prevent access to the highest levels. However, in some cases, judgements on individual issues and factors tended to be somewhat isolated, and ultimate conclusions were either only partially stated or implicit. Consequently, candidates should be aware that considered introductions and conclusions often provide a solid framework for sustained argument and evaluation.

The answers of a minority of less successful candidates in Section A suggested that they lacked the detailed knowledge base required to tackle Questions 1 and 2 and produced a catch-all commentary on the stipulated topic (rather than the specific issue), with obvious repercussions. The best answers to these questions – and indeed those on the c1760-1830 British option – showed some impressive study of late 18th and early 19th French and British history, with students producing incisive, scholarly analysis.

When attempting the Section (B) questions, a small number of candidates engaged more with the general debate of the set controversy, rather than the specific demands of the question and source package. This was most evident on Question 5, although it was still a small minority. 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 Dual Alliance served German rather than Austro-Hungarian interests in the years 1879-1914. Weaker responses tended to offer (1) a general survey of Austro-German or broader international relations during this period which lacked focus on the issue in the question (2) a narrowly focused analysis of the Dual Alliance which covered only part of the time frame - typically 1905-1914. Conversely, the best responses offered a sustained evaluation of the benefits Germany and Austria-Hungary derived from their alliance using a clearly defined agree/disagree essay structure.

(Section A continued) It should not be forgotten, however, that ~~the~~ during the beginning of the 20th ~~century~~ century that, through various crises, Austria-Hungary used Germany's backing to aid their interests in the Balkans. In 1908-9 Austria-Hungary annexed Bosnia and angered the Russians; it was at this point that the Dual Alliance aided Austria-Hungary given that, should Russia mobilise any troops against them, Germany would come to Austria-Hungary's aid and so, ~~the~~ ^{deterred} Russia from aggression ~~due~~ due to their weak state at the time and aided Austria-Hungary's interests.

Another instance in which Austro-Hungarian interests were served more than Germany's is the 1914 July crisis, given that, when Austria-Hungary issued the ultimatum to Serbia, Germany issued to them a 'blank cheque' stating that, should Austria-Hungary go to war, Germany would fight with them and so, it would seem that Austro-Hungarian interests were served greater than Germany's as they were the aggressors in what ended up being the First World War aggression against other nations in the Bosnian and July crises.

*1 A final way in which German interests could ~~not~~ have been served is through the analysis of Fritz Fischer's theory on the outbreak of WW1, given that, if Germany had masterminded the world war, they may have wanted to make the Dual Alliance in order to gain ^{an ally} ~~them~~ for the ~~upcoming~~ upcoming conflict; however, this is only a theory, and so, must be weighted as such.

*2 ~~through~~ through Bismarck's 'three-power system' and the possible idea that Germany were planning a world war,



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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 value of the Dual Alliance to the Austro-Hungarian Empire lacks depth.



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Examiner Tip

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

Question 2

A minority of candidates who attempted this question were let down by a lack of detailed knowledge about (1) the key disarmament initiatives during this period (the Washington Naval Treaties of 1921-22, Locarno (1925), the Kellogg-Briand Pact (1928) and the Geneva Disarmament Conference of 1932-33, and (2) the factors determining success or failure. Several responses offered sketchy or inaccurate accounts of both. Some of the weakest responses relied on a simple description of inter-war disarmament efforts. The best responses were able to provide an assessment of how far success/failure was determined by economic circumstances and other factors such as the war-weariness prevailing after 1918 and the ideologically-driven expansionist policies of the 'have not' powers (Germany, Italy and Japan) in the 1930s.

yes	no
<ul style="list-style-type: none"> depression meant that countries wanted to expand → motivation for aggression economic circumstances decided international relationships → bad = deteriorates ^{→ blame each other} → international trade ↓ 70% 29-32 → need to look out for themselves economic circumstances determined priorities of countries → = internal problems dent focus on disarmament 	<ul style="list-style-type: none"> complexity of weapons determined success/failure → more simple in 1919. number of aggressors determined → no threats in 1919 → ready to disarm → Hitler et need arms and cease fear depends on attitude of countries → 1919, Wilson blamed arms race → 1931 → nationalism



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This Level 4 response begins with a brief plan which helped the candidate produce a well-focused and clearly structured analysis in response to Question 2. The plan lists the main points for development concerning economic circumstances and also notes other factors affecting the success/failure of disarmament policies.



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Examiner Tip

Higher level responses are frequently based on brief plans which summarise the main points for development and offer a logical structure for the analysis. Take a few minutes to plan out your answer before you start writing your response. That way, you're more likely to produce a relevant and properly organised essay.

Question 3

This was a very popular question. Most candidates were able to explain how the concept of MAD, the tacit recognition of respective spheres of influence in the nuclear age (e.g. US non-intervention in Hungary in 1956), and superpower efforts to regulate the nuclear threat (e.g. the Test Ban Treaty of 1963) had a restraining effect on US and Soviet actions. They also pointed to the lack of restraint inherent in the spiralling arms race, fears about the nuclear 'superiority' of the other side, and nuclear brinkmanship. The best responses were able to analyse the Cuban missile crisis as an example of increased restraint (due to the measures taken afterwards) and as a case study of the increased dangers created by the nuclear arms race. Weaker responses tended to (1) produce a chronological narrative of the nuclear arms race with little or no reference to the restraint-lack of restraint debate (2) offer general statements in place of detailed supporting evidence.

Then in 1963, the Cuba Missile Crisis occurred, which brought the world closer than ever to nuclear war. During the crisis, the USSR sought to place nuclear missiles on Cuba, which would be in range of Washington DC and New York. With confrontation during this time, especially when the US blockaded Soviet ships from Cuba, the US stopped showing restraint, but the USSR showed restraint and their ships turned away. After the crisis, President John F. Kennedy promised to remove US missiles from Turkey and Italy, which showed restraint on their part after the crisis.



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Examiner Comments

This extract from a Level 2 response to Question 3 illustrates two common weaknesses: (1) it puts forward a sketchy description (of the 1962 Cuban missile crisis) instead of a detailed analysis (2) it is poorly linked to the question (there is little attempt to explain how the crisis revealed superpower restraint or lack of restraint

Question 4

This proved to be another popular question. Most candidates were aware of the main features of, and the major developments under, Detente. Consequently, the majority of responses offered some assessment of how seriously committed the USA and the Soviet Union were to Detente, with particular emphasis placed on SALT I and II, the Helsinki Accords and the Soviet invasion of Afghanistan. Indeed, the strongest candidates demonstrated impressive range and depth in precisely focused answers which offered reasoned assessments of superpower commitment. Weaker candidates tended to (1) write extensively about the causes or origins of Detente (2) confuse 1970s Detente with 1950s Peaceful Coexistence.

Some have interpreted Detente as having been a significant period of reduced tension and, as such, demonstrative of both sides' commitment to the process. This is perhaps most evident in the number of agreements reached in the period. A good example of this ~~is~~ is the Strategic Arms Limitation Treaty of 1972 (SALT I). SALT I was comprised of three agreements. The first was the Anti-Ballistic Missile Treaty which afforded both sides only two anti-ballistic missile sites. This commitment would help to reduce any first strike capabilities on either side and so reduce tension: a clear show of commitment to Detente. The Interim Treaty limited the inter-continental ballistic missiles (ICBMs) and submarine launched ballistic missiles (SLBMs) to 1618 and 740, respectively for the USSR and 1054 and 740 for the USA. These limitations were the first of their kind, a clear change from the pre-existing arms race and so largely symbolic of both superpowers' commitment. The Basic Principles agreement also laid down some 'regulations', ~~but~~ and a pledge from both to "avoid confrontation". Overall SALT I as a whole, therefore, encompasses a large commitment to the reduction of tension.



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Examiner Comments

This Level 5 response offers a precisely focused analysis with detailed support for both sides of the argument before reaching a final judgement. In this extract, the candidate uses supporting evidence and links to the question effectively to argue that superpower agreements revealed a degree of commitment to Detente.



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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 League's inability to win over/restrain the dissatisfied powers and weigh the stated factor against others (such as American isolationism, the problems associated with Franco-British leadership, and the constitutional defects of the League). 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.

Source 2 highlights the League's weakness was due to the organisation of the League, the barriers that stopped them winning over or restraining dissatisfied powers. The fact that "each member of the League could... decide whether or not to comply with a council request to apply sanctions" highlights that countries however big or small could defy the view put forward by the League. "The League was dependent on the free cooperation of its members to behave accordingly to its principles and to join ~~the~~ with others in punishing those states which did not" (Source 2), this perhaps illustrates the contradictory elements of the League, and links in well with Source 3 that Italy and Japan were

...pursuing their own expansionist ambitions regardless of the effect it would have on the League. Japan and Italy were members of the council, however there ~~was~~ not "punishment" from the League despite them refusing to comply.



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Examiner Comments

This candidate has produced a Level 3 answer. The extract reveals that some relevant information has been taken from sources 2 and 3 and very limited own knowledge has been integrated. There is scope to offer more of both and to cross-reference the sources more extensively.



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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.

Question 6

Few candidates attempted this question but most of those who did were able to offer an explanation for the outbreak of the Sino-Japanese War in 1937 based on the competing views set out in the three sources. Most candidates could also draw on a sound knowledge of the key developments during the 1930s which led to hostilities. 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 'potted' summary approach to the sources or else included little or no own knowledge. A few of the weaker responses uncritically accepted Chiang Kai-shek's personal responsibility and failed to consider properly the other arguments (e.g. the growth of Chinese nationalism and Japanese expansionism) set out in the extracts.

In Source 4 ~~it~~ bothwell states that Chiang Kai-shek was responsible for conflict because during the Marco Polo Bridge incident Chiang 'raised the stakes' by sending in troops to face the Japanese. This links to Source 5 that Chiang changed his policy of 'space for time' because of growing

Chinese' outrage at Japanese incursions into China.
This policy shift then escalated in the Marco
Polo Bridge incident which resulted in war.
~~However in Source 1~~ Interestingly in Source 2
Rothwell states that the Japanese were trying to
draw back from the conflict in China and
during the Marco Polo Bridge incident were content
to accept minor concessions for peace. But were
(Section B continued) drawn into a wider conflict
which led to the Japanese occupying Beijing and
Tientsin.



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Examiner Comments

This borderline Level 2/3 response has two major weaknesses. First, the candidate uses the sources to do little more than note some points of support and challenge but needs to develop them further to gain a secure Level 3. Second, in this paragraph, there is very little supporting evidence drawn from the candidate's own knowledge.



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Examiner Tip

Plan your answer around all the key issues raised by the sources and pick out useful quotations from each extract. That way, you won't overlook, or oversimplify, any of the sources when writing your response.

Question 7

Most candidates found this popular question accessible. Overall, the sources were used effectively and appropriate own knowledge was included to develop the argument. Having said this, candidates were generally more confident when discussing the role of ideology and perception, and less confident when assessing the impact of security needs. Stronger responses offered a sustained analysis based on the cross-referencing of the extracts and the integration of source material and own knowledge. Low-scoring responses 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 and question provided (2) poor or non-existent integration of source material and own knowledge (3) assuming that competing security needs and ideological conflict were the same thing.

Service ~~support~~ mainly supports an argument that it was opposite ideologies that caused the Cold War, arguing "diametrically opposite interests" and "opposing ideologies" ~~are~~ were the main factor. Schlesinger provides support saying (Section B continued) each side Communism and Capitalism had interests "in pursuing its own deeply held principles". It is easy to see how the two powers interests can cause conflicting views, communism is a one party state with planned economy promoting revolution, while capitalism relies on every man is free, the American dream and principles over free ^{and intense Red Scare and McCarthyism.} Market. Service describes the USA as soviet's ~~opponent~~ "rival" however this interpretation that they were constantly at ideological loggisheds is simplistic, the ~~local~~ revolution of the ~~the~~ first marxist state in the Bolshevik uprising 1917 was a long way before the outbreak of a Cold War in 1945 and they had worked together under the Grand Alliance during World War Two. So overall the argument that the development of a Cold War due to ideology is too simplistic because it overlooks

the Erms of peaceful coexistence, right up until the Yalta Conference 1945, the two nations arguable worked together to bring communism to it's knees so ~~were't~~ constantly ~~in~~ the fact they were in a Cold War from 1917 shows it cannot be put down to primarily ideology.



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Examiner Comments

This borderline Level 5 response provides a good example of how to use own knowledge to evaluate a claim made in a source. Here, the candidate uses own knowledge effectively to scrutinise the argument (made in Source 9) that 'opposing ideologies' played a significant role in the development of the Cold War in the years 1945-50.



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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 will find it easier to integrate the two elements in the actual essay.

Question 8

This proved to be another highly popular question. Many candidates made good use of the sources and their own knowledge to develop a confident line of argument about the relative importance of Mikhail Gorbachev's rejection of 'old' Soviet thinking 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 Gorbachev's repudiation of 'old style' Soviet foreign policy encouraged the development of 'people power' in Eastern Europe during the mid to late 1980s. 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.

A final factor which interlinks with Gorbachev's new thinking were the peaceful protests in Europe. Although, 'as source 12 states, 'The citizens of the Soviet Bloc were taking matters into their own hands,' it is ^(source 12) ~~quite~~ debatable whether this ~~would have been able to~~ they would have been able to do this with such ease had 'Gorbachev's repudiation of the Brezhnev Doctrine' (source 10) not been so. ~~into~~ The 1989 collapse of 'communist regimes of Bulgaria, Czechoslovakia, the GDR, Hungary, Poland and Romania,' (source 10) ~~did~~ does infer that 'throughout Eastern Europe the cracks [had grown] deeper. The events ~~of~~ in Poland of 'Solidarity-led boycotts' heightened tensions which had already been growing to the declining living standards of ~~citizens, in part~~ and food shortages in Poland, an example ~~of~~ that the Soviet economy was at 'breaking point.' ~~Across~~ Eastern Europe ~~block~~ (source 11). Whether the collapse of communism in the satellite states, beginning with Poland & Hungary (1989) and ending with Albania (1991), was a result of 'waves of strikes' ~~of~~ (source 12) throughout Eastern Europe ~~is due to~~ is unlikely. Indeed it more probably due to Gorbachev's 'willingness to give up Soviet control of eastern Europe.' Had he wanted to retain control, he could have sent the Red Army to maintain order as was done in 1953/1956 and 1968.

(Section B continued)



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Examiner Comments

This Level 4 response uses the sources well throughout. In this extract, the candidate effectively cross-references Source 10 and Source 12 to stress that Gorbachev's actions played a crucial role in ensuring the success of 'people power' in Eastern Europe which led to the collapse of the Soviet satellite states.

Paper Summary

The following recommendations are divided into two parts:

In Depth Study question

- Candidates must provide more factual details. Candidates need to ensure their subject knowledge conforms to the specification. Weaker responses usually lacked range and/or depth of analysis.
- Stay within the specific boundaries of the question – for example, some candidates explored issues outside of the relevant time periods.
- More candidates would benefit from planning their answers more effectively.
- In order to address the question more effectively, candidates need to offer an analysis not provide a descriptive or chronological account. Many candidates produced answers, which were focused and developed appropriately.
- Some candidates need to analyse key phrases and concepts more carefully.
- Some candidates could have explored links and the interaction between issues more effectively.

Associated Historical Controversy question

- It is suggested that the students who perform best on Section B tended to be those who read the sources carefully, accurately and critically; recognised themes and issues arising from the sources, then used these to address the question. Some candidates potentially limited themselves by closing off potential areas of enquiry by seeking to make the evidence of the sources fit the contention in the question, without full thought to the issues within the sources, or by using the sources to illustrate arguments without relating evidence to other sources or own knowledge.
- 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.
- 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.
- 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.
- That said, there were very few really weak responses. The impression was that the substance of the source at least enabled candidates offer some development and supporting evidence. In such cases though, candidates often struggled to extend issues with own knowledge, or really analyse the given views.
- There was also a correlation between those candidates who reviewed all sources in their opening paragraph and high performance. Whilst a telling introduction is not essential, the process of carefully studying the sources to ascertain how they relate to the statement in the question, prior to writing the main analysis, allows candidates to clarify and structure their arguments.

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