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Examiners' Report June 2010

GCSE History 5HA01

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General comments

In general, examiners indicated that candidates were able to cope well with the paper and the overall standard of responses was most pleasing. Most candidates were able to answer the questions in their prescribed option within the Unit. Unit One requires candidates to answer nine questions in 75 minutes and the final question in each option (Question c) frequently elicited sound, lengthy Level 3 responses.

It is not easy to determine if time was an issue for candidates and examiners were asked to look for answers which seemed to be rushed/incomplete in the last question. It would seem that the allotted time was sufficient.

It was clear that some candidates answered Question 1(a) because it was the first question in the booklet. They then remembered that Option 1 was not what they had studied and moved on after deleting the response. It is advisable that candidates actually see and look through a copy of the examination booklet well before the paper is taken in order to accustom themselves to its layout.

NB. It should be noted what was said in the Principal Examiner's Unit 2 Report (February 2010) about the space provided for answers - 'Centres should note that the amount of space provided in the booklet for answers, is more than we would expect any answer to take, not a recommendation of the amount candidates should write. It is a necessary part of online marking to have answers fit into the space provided.'

The approach to individual questions is considered in the reports on the separate options. An example from a candidate's response in the examination is given for each question. Please note that, on occasions, part answers only are given as exemplification, not full answers. However, a general summary of areas for improvement in the approach to some of the question types (which are common across the six options) may prove of benefit to centres.

- In Question (a), candidates tended to write at too great a length. It is sufficient to make a simple point with some amplification. This can be done in one sentence. On many occasions, candidates spent too much time here and could have saved time across the paper.
- The two questions in (b) provide the opportunity for candidates to show that they have a sound understanding of key facts around an important event in the specification. Marks are awarded for providing factual support for statements made, with three supported statements marked at the top of Level Two. Candidates do need to ensure that they cover three discrete points because, on occasions, there was merely continued amplification of one or two points.

In Question (b), candidates need to focus on key points and these can be causes, events and consequences. There was clear evidence that many knew that three developed points had to be covered and they were clearly signposted for the examiner. Consequently it is very good examination technique for candidates to ensure that examiners were aware that separate points were being made by using such terms as 'firstly' 'secondly', 'another way'.

Many candidates did respond by beginning with 'one feature' and then moved to 'the second feature'. The best candidates tended to write in a more sophisticated manner.

In Question (c), answers should limit themselves to causes, not a description of the event or policy. In some instances, candidates drifted into a narrative and did not focus sharply on the demands of the question. In Question (c), in order to reach the top of Level 2, candidates need to consider three causes. In order to move to Level 3, candidates need to prioritise and/or link causes. Some candidates merely asserted that one cause was more important than the others. Other candidates did not always link the causes. However, there were those who were able to meet the criteria of Level 3 and thus acquired full marks.

Question 1(a)

Many candidates discussed the notion of movement of troops and military material. There were those who knew the actual terms of the alliance and were able to apply them to the question thus securing maximum marks. Good answers developed the idea of supporting Germany either front, of the central location of the countries against the geographical division of the Triple Entente.

This question sought knowledge of the Triple Alliance.



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Examiner Comments

This response has actually talked about defending Germany in case of war and also how Germany could use the Alliance in an aggressive manner.

Question 1

Answer Part (a).

- (a) Describe **one** way in which the Triple Alliance would help Germany in the event of war.

(2)

If Russia attacked Germany then Austria-Hungary could defend Germany. In this time Germany could capture France or go back to attack Russia



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Examiner Tip

Examiner's Tip. To gain two marks, you must make a point and then add to it. The best way to show that you are doing this is to use the words in the question as a starting place and then give the examiner a developed point. Why not say 'The Triple Alliance would help Germany by ...'?

Question 1(b)

(b)(i) This was the more popular of the two questions.

In this question, candidates were asked to describe the Anglo-German arms race before 1914. Almost all chose to focus on the naval race and there were excellent descriptions of the development of the new class of battleships and there were those who discussed the role of public opinion in both countries. Only a few brought in developments in land based forces and some of those who did were confused over the balance of military strength, giving Britain land superiority over the Germans.

(b)(ii)

Here candidates had to focus on Britain's ententes with France and Russia. Candidates seemed less secure in their knowledge than in (b)(i). Many seemed to assume that the Anglo-French entente was a military agreement and there was scant knowledge about the understanding with Russia.

Chosen Question Number:

Part (b)(i)

Part (b)(ii)

The first key feature of the arms race was Britain being in control of the seas. Britain had the best navy in the world at this moment in time, which also inspired the Kaiser to ~~to~~ want a great navy to challenge the British.

The ~~the~~ second key feature was the copying of the HMS Dreadnought by Germany. Britain had started building these Dreadnoughts to further enforce their will on the seas. The Germans then copied this idea and started making their own Dreadnoughts to keep up with the British.

The third key feature was the support of the British and German public. Both nations' people wanted to win this arms race of building Dreadnoughts, so they backed the cause. The British public said, "we want 8, and we won't wait!" This refers to the British speeding up the process of making these ships to 8 ~~8~~ Dreadnoughts a year, which is the reason Britain won the arms race.

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Examiner Comments

This response offers three features and develops each one. There is clear amplification for each one and breadth is also offered.

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Examiner Tip

The question asks about 'the arms race between Britain and Germany'. Why not go straight into the answer by using the words of the question? A very effective way to start would be 'One key feature of the arms race was...'

Question 1(c)

Here, there were a noticeable number of candidates who did not read the question carefully and moved into 1914 and then wasted time describing the crisis of 1914. It is crucial that candidates check the given dates in any question.

Many candidates were able to move into Level 2 by offering one developed statement. Knowledge was good about the crisis of 1908 and though Slav nationalism figured highly, it was, in some cases, an issue not fully understood. The Balkan Wars were frequently described but the detail was not always applied to the focus of the question.

Answer Part (c).

(c) Explain why there were several crises in the Balkans in the years 1908–13.

(12)

There was many crisis' taking place within the Balkans between 1908–13.

Firstly, these crisis were due to the crumbling of the Ottoman (Turkish Empire). The Balkan states such as Greece, Serbia, and Bulgaria were all part of this empire but wanted their own independence and wanted to rule themselves. These states had a large Slav* population and didn't want to be ruled by the Turks.

Secondly, in 1912 the first Balkan wars took place. This was where the Balkan countries: Greece, Bulgaria and Serbia joined together to form the 'Balkan league'. Their aim was to join together and push the Ottomans out of Europe.

~~They~~ (Defeat them.) This happened and they managed to push the Turks as far as Adrianople, they wanted Nationalism and wanted to rule themselves. As a result of ~~these~~ this war the Balkan countries could gain land from the Ottomans to expand their countries.

Then, in 1913 another war broke out in

↳ the Balkans. Bulgaria attacked its former allies Greece and Serbia because she wasn't happy with her gains from the previous war. But lost this war, Serbia + Greece won this war therefore expanded in size.

↳ Great Powers Russia and Austria both had their own interests in the Balkans, Russia as it wanted sea access to the Mediterranean. ~~AND~~ In 1908 Austria - Hungary annexed Bosnia, which caused uproar within the Balkans.

In conclusion there was several 'crisis' in the Balkans because of the land in the crumbling Ottoman Empire. And many powers such as Russia and Austria had ~~the~~ interests in the Balkans. However the trouble started because all the Balkan countries were for nationalism and wanted their right of independence.

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Examiner Comments

The candidate was able to consider three causes and develop each one. This moved the response to the top of Level Two. There was just enough at the end to move the mark to low Level Three

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Examiner Tip

This question gives you a time frame. A good way to start is to begin by looking at the first cause - as is done here when the candidate looks at the crumbling Ottoman Empire. Ensure that at least two more causes are developed and try to link the causes as well as discuss the most important of them.

Question 2(a)

Many candidates discussed the notion of land loss and military restriction. There were those who were able to give details of the new mandates and ruling power, thus securing maximum marks. Some candidates did drift and went on to discuss Lausanne - this was not required and again, time was wasted.

Many candidates discussed the notion of land loss and military restriction. There were those who were able to give details of the new mandates and ruling power, thus securing maximum marks. Some candidates did drift and went on to discuss Lausanne - this was not required and again, time was wasted.



This was a simple point which was awarded one mark. Had it mentioned eg mandates or Thrace, then this development would have secured the second mark.

Question 2

Answer Part (a).

(a) Describe **one** decision which was made about Turkey at the Treaty of Sèvres, 1920.

(2)

That the Turkish ^{had} were to give away
Some of their land.



To gain two marks, you must make a point and then add to it. The best way to show that you are doing this is to use the words in the question as a starting place and then give the examiner developed point. Why not say 'One decision made about Turkey was...?'

Question 2(b)

(b)(i) This was the more popular of the two questions.

In this question, candidates were asked to describe the aims of Clemenceau at the Paris Peace Conference. Most candidates were able to focus on the idea of revenge and dealing with Germany in a harsh manner. They were then able to support the idea with specific points of how the revenge/harshness were to be applied.

(b)(ii)

Here candidates had to focus on the key features of the Assembly and the Council of the League of Nations. However, some candidates focussed on the aims of the League, the work of the League in the 1920s or the problems of the League. This was a case of reading the question carefully before embarking on the response. There was some confusion about the role of each body and knowledge was not always secure here.

Chosen Question Number: Part (b)(i) Part (b)(ii)

At the Paris Peace Conference in 1919, George Clemenceau wanted to punish Germany harshly. He was known as "the tiger" who to "squeeze Germany like an orange". This was because of the anger he had after the war; he wanted reparations set at a phenomenal amount to not only punish Germany but rebuild the French economy. Territory wise, Clemenceau wanted to reclaim valuable areas of resource like Alsace-Lorraine, he also wanted control of the Rhineland and Ruhr as a buffer zone from German attack. It was

eventually decided the Rhineland would be completely demilitarised as a buffer zone for France, but he ^{Clemenceau} wanted more to gain revenge and crush German pride. He aimed to take everything that was left of Germany and use it to rebuild France.

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Examiner Comments

The candidate examines economy and land. The ideas are developed and a mid-level two mark was awarded. The candidate needed to consider a third area to move to the top of the level.

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Examiner Tip

The question asks about 'the aims of Clemenceau at the Paris Peace Conference'. Why not go straight into the answer by using the words of the question? A very effective way to start would be 'One key feature of the aims of Clemenceau at the Paris Peace Conference ...'

Question 2(c)

Part (c) questions test the candidates' knowledge about German dislike of the Treaty of Versailles. Many candidates were thoroughly grounded in the terms of the treaty and were able to reach Level 2, discussing hatred of Article 231 and its ramifications and the military terms and their consequences. There were some who could offer three developed points but then did not go further to link or prioritise.

Answer Part (c).

(c) Explain why Germany disliked the Treaty of Versailles.

(12)

Germany saw the Versailles Treaty as a 'Diktat'. This is because they were not ~~allow~~ invited to the negotiations in ~~1918~~, 1919. They had not had a say, therefore they ~~did~~ argued they didn't have to accept it.

When they were forced to sign in June 1919, (otherwise face starvation via blockading), they deeply resented the Treaty and its terms.

This leads to my next point: Germany disagreed entirely with the Treaty's terms. The \$33 billion reparations ^{demanded} was much too high, and many Germans feared that this loss of money would destroy the German economy, and this added to German resentment towards the Treaty of Versailles. Many Germans also disliked the Treaty due to the huge losses of land to Germany and a reduction in her size.

This leads me onto the next reason why they disliked the Versailles Treaty. Germans thought that it was humiliating through the losses of land. For example, provinces such as Alsace-Lorraine were given back to France. This was deeply humiliating, as Germany lost a symbol of German success over France in the Franco-Prussian war of 1870. Now it had turned into a symbol of embarrassment and loss, which was all down to the Treaty of Versailles - therefore Germany disliked the Treaty for its humiliating confiscations of German treasures and the losses of land.

This leads onto another factor - the Germans hated the amount of land lost at Versailles. Chunks of land such as Upper Silesia and West Prussia were lost to Poland and Alsace-Lorraine was lost to the French.

Furthermore, the Rhineland was 'de-militarized', and so Germany felt very weak and robbed of its industry and land size. The de-occupation of the Ruhr lost Germany much industry as the Ruhr was abundant in ~~coal~~ coal. Along with the colossal reparations, the losses of industrially wealthy provinces added insult to injury, as Germany's economy was close to collapse. The German peoples deeply disliked the Treaty for weakening the German economy, and handicapping its prosperity.

In conclusion, the Germans hated the Treaty of Versailles primarily for its ~~weak~~ crippling blow to the German economy and also to the fact that Germany lost symbols of national pride. They also underlined this dislike for the fact that they had not had a say in the negotiations when it was created.



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Examiner Comments

This was a thorough response which looked at the key areas, developed them and above all linked and prioritised them. The conclusion was particularly effective.



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Examiner Tip

An excellent way to make sure answers are focussed on the question is to begin with a clear emphasis using the title - 'Germany disliked the Treaty of... because...' This should ensure a close focus.

Question 3(a)

In this question, candidates had to look at the introduction of conscription in Germany in 1935. Many could see the desire to enlarge the army and then supported this statement by bringing in Lebensraum or a similar policy. Some even looked at the issue from a German domestic angle.

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Examiner Comments

A simple statement which was awarded one mark. Amplification was required to move to Level Two.

(a) Describe **one** reason why Hitler introduced conscription in 1935.

Hitler introduced conscription in 1935 so ⁽²⁾
that he could build his army up.

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Examiner Tip

To gain two marks, you must make a point and then add to it. The best way to show that you are doing this is to use the words in the question as a starting place and then give the examiner the developed point. Why not say 'One reason why Hitler introduced conscription was...'?

Question 3(b)

(b)(i) This was the more popular of the two questions.

In this question, candidates were asked to describe the key features of the Manchurian Crisis. Most candidates were able to discuss Japan's economic imperative, the immediate cause and then the failure of the League. The question was answered quite well.

(b)(ii)

Here candidates had to focus on the key features of the Abyssinian Crisis. Though there was often good recall here, there tended to be some confusion about the work of the League and the activities of Britain and France. There was less precision here than in (b)(i).

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Examiner Comments

The candidate looks at the immediate cause only.

The Japanese planted a bomb on the Japanese owned
Mukden railway and blamed it on ~~Japanese~~ Chinese terrorists.
This was their excuse to invade Manchuria and take it as
their own.

**ResultsPlus**

Examiner Tip

The question asks about 'the key features of the Manchurian crisis'. Why not go straight into the answer by using the words of the question? A very effective way to start would be 'One key feature of the Manchurian Crisis was ...'

Question 3(c)

Part (c) questions test the candidates' knowledge about the international agreements Hitler made in the years 1936-39. Candidates often failed to identify specific international agreements relevant to the question or then failed to explain Hitler's motivations for each specific agreement. Many who did specify the agreements then failed to explain why Hitler made them. There was also some irrelevant discussion of events outside the parameters of the question such as the Anglo-German Naval Agreement of 1935.

Answer Part (c).

(c) Explain why Hitler made a series of international agreements in the years 1936-39.

(12)

Hitler made a series of international agreement in 1936-1939. The first agreement Hitler made was the Munich ~~Conference~~ ^{Agreement} in September 1938 where ~~Britain~~ Britain and France were not prepared to go to war. Hitler signed the Munich agreement which said that Hitler could not invade any parts of Czechoslovakia to get more living space. However in March 1939 Hitler invaded Czechoslovakia to get more living space (Lebensraum). The invasion on Czechoslovakia broke the agreement on Britain and France as they believed that Hitler couldn't be trusted and shouldn't be able to take more land, and provided Poland with military aid if they got invaded. Hitler now he needed stronger alliance so he formed military alliances with Italy.

The second agreement Hitler made was the Nazi Soviet Pact in 1939 where Stalin and Hitler agreed they won't go to war with each other but to divide Poland between them. Hitler was allying with USSR this was a big problem because it might have meant Germany was fighting a war with two powerful allies. As USSR was Germany's ally

it meant that Hitler didn't have to split his army in the East and West. Britain and France were aware that Hitler was prepared for war. On the first of September 1931 Hitler invaded Poland to get more living space, and on the 3rd of September WWII was declared.

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Examiner Comments

The candidate discussed two agreements in detail and was therefore able to move to the middle of Level Two.

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Examiner Tip

An excellent way to make sure answers are focussed on the question is to begin with a clear emphasis using the title - 'Hitler made a series of international agreements because...' This should ensure a sharp focus.

Question 4(a)

In this question, candidates had to look at a decision made about Germany at the Teheran Conference. Here, there was much confusion and many candidates discussed decisions made at Yalta or Potsdam. However, some were able to offer the decision made about opening the second front, its timing and place.

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Examiner Comments

The Second Front is mentioned and then developed by indicating the place and also the intended year. A Level Two mark was awarded.

Question 4

Answer Part (a).

- (a) Describe **one** decision made by the Allies about the war against Germany at the Teheran Conference, 1943.

(2)
One decision made by the allies about the war against Germany was the decision of the second front and to invade France in 1944.

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Examiner Tip

To gain two marks, you must make a point and then add to it. The best way to show that you are doing this is to use the words in the question as a starting place and then give the examiner the developed point. Why not say 'One decision made about the war against Germany was...

Question 4(b)

(b)(i) This was the more popular of the two questions.

In this question, candidates were asked to describe the key features of the Berlin Blockade. Candidates were able to offer developed features and the question was well answered. However, there was some confusion with aspects of the Berlin Wall as many candidates especially highlighted economic and political refugee movement as a reason for the Blockade.

(b)(ii)

Here candidates had to focus on the key features of Cominform and Comecon. Those who did attempt this question did so well and were able to move into Level 2 with ease. There were some very good answers which explained Cominform's role in French strikes in the winter of 1947 and were able to link both organisations to the Marshall Plan.



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Examiner Comments

The candidate was able to develop a point about the Soviet action and a second about the US reaction. This moved the response to mid-Level Two.

Chosen Question Number: **Part (b)(i)** **Part (b)(ii)**

The Berlin Blockade happened when the Russians encircled Berlin and stopped any supplies entering or leaving. They managed to do this because they owned the part of Germany that Berlin was located in, so it was within their rights to do so. The Americans overcame this blockade by using planes to airlift supplies into Berlin, as the blockade was having a bad effect on the civilians, causing poverty and hunger. The Berlin airlift was a huge morale booster for the Berliners, and it made the Americans look good.



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Examiner Tip

The question asks about the key features of the Berlin Blockade. A good way of beginning the answer would be 'One key feature of the Berlin Blockade was...'

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Examiner Comments

The candidate makes a developed statement about each item and though not expressed in a sophisticated manner, the response reached mid-Level Two.

Chosen Question Number:

Part (b)(i) Part (b)(ii)

Both Cominform and Comecon were Stalin's ~~answer~~ ^{responses} to the Truman Doctrine and Marshall Plan.

Cominform

~~Stalin~~ This was a party that connected all Communist parties around Europe and directed them to the USSR.

In the Truman Doctrine, Truman stated that Communism should not be allowed to grow, Stalin did not want to allow Capitalism to grow.

Stalin wanted Communism to influence the Cold War, just like Truman.

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Examiner Tip

The question asks about 'the key features of Cominform and Comecon'. Why not go straight into the answer by using the words of the question? A very effective way to start would be 'One key feature of Cominform was...'

Question 4(c)

Part (c) questions test the candidates' knowledge about the causes of the Hungarian Uprising. Many candidates were thoroughly grounded in the causes but examiners were struck by the confusion of names within many responses. Stalin was often seen as the man who sent in troops and Dubcek was hailed as the new liberal leader. Some candidates failed to focus on the question and wrote unnecessarily about the events of the Rising itself and its consequences.

Answer Part (c).

(c) Explain why there was an uprising in Hungary in 1956.

(12)

Hungary was a satellite state of the USSR. ^{One of the reasons that there was an uprising was} it became communist, lost land ^{because} and all of its coal and oil were shipped to the Soviet Union. Hungarians were angry about this because it was detrimental to their economy. Also, the Hungarians were very patriotic and so they were angry about the fact that the Soviet Union had so much control over them. Another factor that led to the uprising was that the Soviets made Rakosi a dictator in Hungary. Rakosi jailed 387,000 Hungarians and executed 2,000. This infuriated the Hungarians and made them detest communism.

Khrushchev's secret speech also ~~was~~ led to the uprising. Khrushchev became the Soviet leader in 1953 after Stalin died. His 'Secret Speech' in 1956 promised to change Stalin's, who he called a murderer and a tyrant, policies. This was called 'de-Stalinisation'. He also promised to relax Soviet controls of satellite states and ~~to~~ to have

peaceful co-existence with the West. His
& promises led the Hungarians to riot for
change and when Imre Nagy became the
leader in 1956, he proposed reforms.
These included leaving the Warsaw Pact and
ending communism in Hungary. The US
offered 20 million dollars of aid to Nagy's
government. However, the USSR feared
that Hungary would set a trend and
so 200,000 Soviet troops invaded to
restore Communist control, killing
20,000 Hungarians in the process. The
US and UN disapproved but offered no
aid.

The main reason as to why there was
an uprising in Hungary was because of
the fact that the Soviet Union were
stripping the Hungarians of their
resources and their sovereignty. If they
hadn't been taking all of their resources
and destroying their economy, then
Hungarians there wouldn't have seen an
uproar in Hungary which led to the
Soviets ~~imp~~ employing a dictator to
reprimand ~~opposit~~ opposers of communism.
~~The Hungari~~ As a result of their

destroyed economy and murdered
people, the Hungarians rioted for
change.

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Examiner Comments

This response answers in a most articulate and sophisticated manner. It focuses directly on the question, links and prioritises and hence reaches maximum marks.

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Examiner Tip

An excellent way to make sure answers are focussed on the question is to begin with a clear emphasis using the title - 'There was an uprising in Hungary because...' This should ensure a sharp focus.

Question 5(a)

In this question, candidates had to look at the setting up of the 'hotline'. Many could see the need for quick and efficient communication and were also able to add the context of the Cuban Missiles Crisis.

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Examiner Comments

This is a clear Level Two answer developing a contextualised issue.

Question 5

Answer Part (a).

- (a) Describe **one** reason why the 'hot line' between the USA and the Soviet Union was set up.

(2)

The hotline was set up between Moscow and Washington so that the US and USSR could discuss their problems and avoid situations such as the Cuban Missile Crisis which posed a threat of mutually assured destruction.

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Examiner Tip

To gain two marks, you must make a point and then add to it. The best way to show that you are doing this is to use the words in the question as a starting place and then give the examiner the developed point. Why not say 'One reason why the 'hotline' was set up...'?

Question 5(b)

In this question, candidates were asked to explain the key features of the Bay of Pigs invasion. Many of the answers were quite long and narrative, which sometimes blurred together what were actually distinct developed statements. However many candidates put significant emphasis on the earlier events regarding Castro's takeover; whilst connected, this really only relates to the question in terms of explaining why the plan for the Bay of Pigs went ahead but emphasis on the background detracted from relevant key factors in some answers. Also, there was a sizeable number of candidates' responses which talked more about the resulting Cuban Missile Crisis, which again is relevant but not the specific focus of the question. Some candidates actually confused the Bay of Pigs incident with the Missile Crisis.

(b)(ii)

Here candidates had to focus on the key features of the Soviet invasion of Czechoslovakia. There was some imprecision here and knowledge was not always secure. Dates and names were sometimes mixed with the Hungarian Uprising.

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Examiner Comments

This was seen as a developed view of the incident and was moved into Level Two.

Chosen Question Number:

Part (b)(i) Part (b)(ii)

President Kennedy had armed some free Cubans and sent them to invade Soviet controlled Cuba, they landed at the bay of pigs and met heavy resistance, the USA had promised Air Support, but didnt give any. The free Cubans were massacred.

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Examiner Tip

The question asks about 'the key features of the Bay of Pigs invasion.' Why not go straight into the answer by using the words of the question? A very effective way to start would be 'One key feature of the Bay of Pigs invasion was....'

Question 5(c)

Part (c) question tested the candidates' knowledge about Berlin as a 'flashpoint' of the Cold War. The term 'flashpoint' is clearly signposted in the specification. Some candidates did spend time discussing the Berlin Blockade in great depth and to the exclusion of the demands of the question. This is difficult to comprehend when the Option is 'Berlin 1957-63', and though students may have covered the Blockade in Option 4, alarm bells should have sounded because the Berlin Blockade had already been posed as a question in that particular option.

Answer Part (c).

(c) Explain why Berlin was a Cold War flashpoint in the years 1957-63.

(12)

The most significant reason why Berlin was a Cold War flashpoint was because it symbolised how big the gap was between Khrushchev and Truman, Communism and Capitalism. The building of the Berlin Wall was an important event as it demonstrated how far Khrushchev was willing to go to stop Capitalism from spreading. The wall was built overnight and on the morning of the 20th of August 1961 Berlin had been split up. ~~to~~ The Berlin Wall signified the start of the competition ^{it was built} as to see whose ideology was better, and ~~was~~ which side the Berliners chose.

Another reason why Berlin was a flashpoint in the Cold War was ~~because~~ the reason behind the building of the Berlin Wall. Many East Berliners were leaving East Berlin because of the prospects in West Berlin, which was Capitalist. Khrushchev could see this and needed a way to stop this. He couldn't start a war as he America was clearly

Stronger and winning the Arms Race
So Khrushchev built ~~a~~ a wall to prevent
any further escapes. Not only did
this stop any chances of a war ~~happen~~
happening but it also made Khrushchev
appear strong without having to lose
any men. The fact that Khrushchev
chose to build a wall not only signified
his distaste for capitalism but also
showed how, just like Stalin, Khrushchev
was determined to stop capitalism
getting bigger.

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Examiner Comments

This was a sound answer which maintained its focus and began with a judgement. Other reasons were offered and the response was placed in Level Three.
The incorrect date was noted.

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Examiner Tip

An excellent way to make sure answers are focused on the question is to begin with a clear emphasis using the title - 'Berlin was a Cold War flashpoint in the years 1957-63 because...' This should ensure a sharp focus.

Question 6(a)

In this question, candidates had to look at the USA's boycott of the Moscow Olympics. For many this seemed alien territory. Some, despite seeing the Soviet invasion, had the idea that Afghanistan was an oil-rich nation full of other valuable resources. Others saw the USA not wanting to be beaten by a communist state, fear of Soviet cheating or misplaced the Moscow Olympics chronologically and explained that it was in reaction to the Soviet boycott of the Los Angeles Olympics.



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Examiner Comments

This answer began well but then drifted in its focus. It was awarded one mark. Time could have been better spent amplifying the invasion, not the Games.

Question 6

Answer Part (a).

(a) Describe **one** reason why the USA boycotted the Moscow Olympic Games, 1980. (2)

The USA boycotted the Moscow Olympic games due to the invasion of Afghanistan. The USA held their own separate games in the same year in Philadelphia. Around 60 other countries took part in this 'boycott games'.



ResultsPlus

Examiner Tip

To gain two marks, you must make a point and then add to it. The best way to show that you are doing this is to use the words in the question as a starting place and then give the examiner the developed point. Why not say 'One reason why the USA boycotted the Moscow Olympics was...?'

Question 6(b)

(b)(i)

In this question, candidates were asked to describe the key features of the INF Treaty.

There were some sound responses here, where candidates were able to discuss the terms and also the wider ramifications of the treaty.

(b)(ii)

Here candidates had to focus on the key features of the collapse of the Warsaw Pact. Once again, candidates seemed generally comfortable with the role of Gorbachev and the collapse of the satellite states of the USSR, although not enough could give examples of states breaking away. A common error was anachronism with the collapse of the USSR however. Although the USSR was indeed in the process of collapsing (arguably from the late 1980s), many candidates put the final collapse of the USSR as a factor in the collapse of the Warsaw Pact as if it did so after the USSR, and many even referred specifically to the attempted coup and even Yeltsin “rescuing” the USSR, despite the Pact being dissolved formally one month before the coup.



This answer offered not only some detail of the Treaty but also some wider diplomatic perspective. There were three discrete points, each developed, and hence top Level Two was awarded.

Chosen Question Number:

Part (b)(i)

Part (b)(ii)

The INF treaty was drawn up ~~in~~ at the Reykjavik summit in ~~1986~~ 1986 and was signed in 1987. It instructed that no ~~the~~ intermediate range nuclear weapons, with ~~any~~ ranges between ~~the~~ 500km - 5500km were to be used. ~~This~~

This was the first time that the arms race had begun to ~~ref~~ reverse and ~~so~~ proved that the two sides were able to work together to ~~form~~ produce ~~results~~ good results. It was a major turning point ~~a~~ in the end of the cold war.

Also when it was being drawn up it allowed Reagan and Gorbachev to talk one on one which no other cold war leaders have previously done.

This helped to develop the relationship needed to end the cold war.



ResultsPlus

Examiner Tip

The question asks about 'the key features of the INF Treaty'. Why not go straight into the answer by using the words of the question? A very effective way to start would be 'One key feature of the INF Treaty was ...'

Question 6(c)

Question (c) tested the candidates' knowledge about why relations between the USA and the USSR changed in the years 1981-85. Knowledge was secure here and candidates were able to discuss Reagan and his hardline approach. Many saw 1985 as a key date but some then went on at great length about Gorbachev and his twin policies of glasnost and perestroika, covering events after 1985 and often within the USSR. Moreover, many failed to note the date and wrote about the various summit conferences after 1986. Once again, it is incumbent on candidates to look very carefully at dates whenever they are used in a question. Dates are always there for a distinct purpose and will signify a key event, hence candidates should have some awareness of chronology.


ResultsPlus

Examiner Comments

This response looked at the Soviet invasion of Afghanistan and developed the point about its impact on relations. There was a second point about the US' development of SDI. Thus two points placed this in mid-Level Two.

Answer Part (c).

(c) Explain why relations between the USA and the Soviet Union changed in the years 1981–85.

(12)

Relations between the USA and Soviet Union changed in the years 1981-85 because of the Soviet invasion of Afghanistan. This occurrence halted the Detente which was happening between the USA and Soviet Union, and brought the country's right up to the brink of war once again. The USA was so against the invasion that they ^{gave} ~~sent~~ the Afghanistani rebels weapons to fight the Russians with. This meant that the USA was doing everything it could to stop the Russian invasion without actually declaring war on Russia. The Soviet Union obviously thought that Afghanistan would have the same effect as Hungary, when they USA condemned the use of tanks but didn't do anything to stop it. Also, these years were tense for the two nations because of president Ronald Reagan's 'Star Wars' programme, which would make the USA practically invulnerable to nuclear war. This was because he would have satellites capable of destroying nuclear missiles in flight. This caused tension for the nations because it meant that the USA was one up from the Soviet Union again, which caused unease for both countries.


ResultsPlus

Examiner Tip

An excellent way to make sure answers are focussed on the question is to begin with a clear emphasis using the title - 'One reason why relations between the USA and the USSR changed in the years 1981-85 is because...' This should ensure a sharp focus.

Grade Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Raw boundary mark	60	50	42	34	27	22	17	13	9	0
Uniform boundary mark	100	90	80	70	60	50	40	30	20	0

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