

Examiners' Report January 2012

GCSE History 5HA01 01

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Introduction

In general, examiners reported that candidates were able to cope well with the demands of the paper and that the overall standard of responses was most pleasing. Indeed, it is clear that candidates are clear on the demands of the question styles. The vast majority of candidates finished in the prescribed time indicating, as in previous series, that the allotted duration is adequate.

It is pleasing to note that the issue of the space allocated for the (a) question seems to be diminishing. Few candidates wrote beyond the allocated lines and many achieved maximum marks with just one sentence. It should be remembered that the space provided for the answer is an indication only – previous reports have pointed out that the response does not necessarily have to completely fill the space. One or two sentences will suffice.

The approach to individual sub-questions is considered in the reports on each separate item. Examples are provided for each sub-question. Please note that, on occasions, part answers are given as exemplification. A general summary of areas for improvement in the approach to some of the question types (which are common across the six options) has been provided which may prove beneficial to Centres.

- In Question (b), candidates need to discuss three points to move to the top of Level Two. Some restricted themselves to L2/4 or L2/5 because they wrote at great length about only one or two features.
- The point made in previous reports about Question (b) still applies – namely that candidates can signpost a response for themselves by using 'one feature', 'a second...' or 'firstly'. This also assists the examiner who is not confronted by the need to disentangle conflated points.
- Candidates should be aware that Question (c) will always be centred on causation. Therefore, key causal words should figure in any response. Often candidates drifted too readily into a narrative and thus did not focus sharply on the demands of the question.
- The point made in previous reports about Question (c) still applies, namely that to reach Level Three, candidates need to prioritise and/or link causes. There has been continued improvement in this area and fewer candidates are asserting links and prioritisation. Those who met the criteria for Level Three, did so with aplomb.
- If dates are given in a question, they are there for guidance and should act as a trigger for recall. Too many candidates ignored the dates and wasted time including irrelevant material.

Question 1 (a)

There were some sound responses for this question and knowledge of the First Balkan War clearly led to a developed statement. Bulgaria was readily cited as were the members of the League.

There were, however, some candidates who discussed the Bosnian Crisis and others who read the question as the First Balkan War.

Question 1

Answer Part (a).

(a) Describe **one** reason why the Second Balkan War broke out in 1913. (2)

One reason the second Balkan War broke out in 1913 was because Bulgaria was unhappy with the land it had gained in the 1st Balkan war. As a result, Balkan countries such as Serbia and even Turkey were able to gain a tiny bit more land. Instead of fighting together against the Ottoman empire like in 1st Balkan war the countries fighting against each other



ResultsPlus

Examiner Comments

This was a soundly developed statement with good recall and was awarded Level 2.



ResultsPlus

Examiner Tip

It is good practice to make a point and then to amplify it.

Question 1

Answer Part (a).

(a) Describe **one** reason why the Second Balkan War broke out in 1913. (2)

One reason why the Second Balkan War broke out in 1913 was because ^{some countries within the} the Balkan League were unhappy with what they had won, causing them ~~to~~ to attack ~~on~~ others.



ResultsPlus

Examiner Comments

This response was awarded Level 1. It had the gist of the idea but lacked specificity.



ResultsPlus

Examiner Tip

Include some specific detail in your description to gain the full 2 marks. e.g. in this question: Bulgaria, the First War.

Question 1 (b)

1b i – This was the more popular choice.

Most candidates wrote confidently about the naval race although material on the actual imperial rivalry in terms of empire was less secure.

1b ii –

The issue of Ottoman decline, the creation of the Balkan League and Ottoman losses were frequently seen in responses. However details of the London Conference deliberations were rare. The following of a why, what and how approach meant many candidates were able to achieve high Level 2.

Kaiser Wilhelm II stated that he wanted to increase Germany's naval base and build more ships to in competition against Britain who had the strongest navy in the world. Britain launched a new battleship called the HMS Dreadnought, which was seen as the most modern battleship after its launch. Germany decided to build dreadnought as well. By 1914 Britain launched 29 dreadnoughts as opposed to Germany which built 7. This was known as 'the arms race' which was one feature of the rivalry between both countries. #



ResultsPlus
Examiner Comments

This was awarded Level 2 - here the candidate discusses naval rivalry.



ResultsPlus
Examiner Tip

To ensure a point is made clearly, it is wise for the candidate to make the point and refer to the words in the question.

A second key feature was that the Balkan League successfully accomplished their aim. They managed to push back Turkish control to Adrianople, which is almost out of Europe! Turkey could not do anything to stop the Balkan League, as they were very weak and suffering from internal divisions within the country.



ResultsPlus
Examiner Comments

This was awarded Level 2.



ResultsPlus
Examiner Tip

Clear signposting is used here - this helps the candidate to create a structure and also the examiner who can see clear, discrete points.

Question 1 (c)

A future teaching point for schools is to drive home the importance of carefully reading the question in order to understand its focus. The key word 'after' was too often ignored and so candidates ran through a list of long-term causes. Whilst this can have some relevance for context regarding tension prior to June 1914, it did mean Level Two was a common achievement.

Frequently candidates discuss three reasons in this question style but fail to link or prioritise. Below is an example of a Level 3 answer and part of a good Level 2 response.

Although some students made the required links between the domino effect of the Alliance system, many students were swayed into simply writing everything they knew about the background and the actual assassination of Archduke Franz Ferdinand. Students do look for the key words in a question by underlining those words, but too many simply spotted something they recognised and wrote about that and thus became bogged down in the story of the assassination. This meant that there was not time to deal with how it led to war. Weaker candidates got involved in issues such as Sophie's background and other matters which were not relevant.

The main reason why the assassination led to so much tension in Europe & finally led to war was the fact that each state & each country was trying to protect itself & other countries. Like I mentioned in the first paragraph Austria-Hungary wanted to take control over Serbia which meant that Russia came into support Serbia. This led onto France supporting Russia. And finally when Germany tried to invade Belgium it didn't work because Britain had signed the treaty with Belgium to protect her in the future. This then means war with Britain & Germany.



ResultsPlus Examiner Comments

This response was awarded Level 3 because it offers reasons and then, in the final paragraph, prioritises and shows links. It had also made good links in the main body of the essay. Here the conclusion is included.



ResultsPlus Examiner Tip

Ensure that the judgement *explains* and does not merely assert.

Another event was that Austria told Germany that if Serbia refused the ultimatum it would go to war with ~~Germany~~ Serbia. Germany agreed to support Austria if it decided to go to war with Serbia. This led to Austria feeling like they had all the support and could easily defeat Serbia.



ResultsPlus

Examiner Comments

Here the candidate discussed three reasons and clearly discusses the German 'blank cheque'. Other reasons were offered but there was no sharp linking or judgement and a top Level 2 mark was awarded.



ResultsPlus

Examiner Tip

It might have been appropriate to discuss the alliance network here which would then have provided the opportunity to show the linked steps to war.

Question 2 (a)

Knowledge here was generally sound though some candidates did bring in other treaties.

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

(2)

At the Treaty of Trianon it was decided that Hungary would lose two thirds of it's land to three new independent states; Czechoslovakia, Yugoslavia and Romania. Hungary's ~~loss~~ loss of land ~~to~~ resulted in there population reducing from 18 million to 7 million.



ResultsPlus
Examiner Comments

This was awarded Level 2 -it makes a point and develops it.

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

(2)

one decision made about Hungary at the treaty of Triannon were that they ~~was~~ ~~with~~ had to pay reparations although they were reduced later on.



ResultsPlus
Examiner Comments

This was awarded Level One -a basic point is made.

Question 2 (b)

2b i – This was the more popular choice.

Most students quickly made links between the question and the occupation of the Ruhr and its significance. Although seen as a key reason in resolving the Ruhr Crisis, though not strictly relevant to the focus on 1923, students made links to the Dawes Plan.

Weaker candidates tended to go through the Treaty of Versailles and its impact on Germany with varying degrees of accuracy and many ignored the given date altogether. Clearly it is important to see the date as a signpost to the information that is required.

2b ii - Candidates were a little imprecise on the details. One commonly known detail was the number of signatories, though how it related to Germany and relation with other countries was not so clear for many pupils.

The Kellogg - Briand pact was between 61 nations and was an agreement that war was wrong. It was signed in 1928 in Paris. The 61 nations all agreed that it would be better and cheaper to sort out issues using conferences and the League of Nations rather than going to war. The League of Nations fully supported this idea.



ResultsPlus
Examiner Comments

One point is made and moves this response to Level 2.

Another key feature was France's occupation of the Ruhr. France and Belgium occupied the Ruhr in 1923 so they could run the industry and take the goods for themselves in substitution of failed reparation payments. This led to a worsening relations between Germany and France. This was

manifested by Germany's resistance by deliberately making faulty goods and ~~not working~~ and ~~by~~ refusing to work. This is significant because it worsened relations between the two even further.

As a result, Germany's economy had become hyper-inflated. A loaf of bread which had cost 4 marks would now cost 1.5 million marks. There was outrage in Germany. Conclusively, Germany's economy had been destroyed and France hadn't got much out of it either. These points are significant because France's impatience led to them getting practically nothing; it was futile. Relations had only improved by the work of Gustav Stresemann the following year.



ResultsPlus
Examiner Comments

A point is made and clearly reinforced.



ResultsPlus
Examiner Tip

Remember to develop three features to reach the top of the level.

Question 2 (c)

It was clear that virtually all candidates understood the different ideas of the Big Three. However, not all were able to focus the question sharply on why they differed, and some simply described the differing opinions. Some, however, were very good indeed at explaining the various factors which caused the differences of opinion.

peace, and Lloyd George, prime minister of Britain, wanted to make sure that Britain's empire would never be threatened again by Germany, ~~and~~ but also wanted to protect ~~the~~ Germany's economy so they could continue trading with Britain.

Lloyd George had promised to 'squeeze Germany till the pips squeak' but he didn't feel their way, and although wanted to seriously limit their armed forces, he ~~was~~ wanted their economy to stay stable. Wilson just wanted peace.



ResultsPlus Examiner Comments

The candidate discusses one reason and is a little repetitious but has achieved Level 2.



ResultsPlus Examiner Tip

Ensure that there are three reasons and that each is clearly developed.

included total disarmament, and Britain didn't want this to happen as it would mean that they would have to give up their navy, which was very large, and which they had spent millions of pounds into building.



ResultsPlus Examiner Comments

The final paragraph begins well and the extract shows how the candidate begins to set up a clear judgement.

Question 3 (a)

Candidates demonstrated impressive knowledge in answering this question and responses were soundly developed - most could discuss the notion of a two-front war.

(a) Describe **one** reason why Hitler made the Nazi-Soviet Pact in 1939.

(2)

Hitler made the Nazi-Soviet Pact with Stalin in 1939 so he could invade Poland without having to fight a war with Soviet Union.



ResultsPlus
Examiner Comments

A developed point is offered which secured Level 2.



ResultsPlus
Examiner Tip

This shows how a one sentence response can gain maximum marks.

(a) Describe **one** reason why Hitler made the Nazi-Soviet Pact in 1939.

(2)

Hitler made the Nazi-Soviet pact in 1939 as he wanted to expand his empire into Poland which Russia did too. He made the pact to split Poland with Stalin so they would both get what they wanted. Also it would decrease international tension between the Soviet-Union and Germany.



ResultsPlus
Examiner Comments

Clearly a Level 2 response - the candidate could have omitted the final sentence.



ResultsPlus
Examiner Tip

If this is compared with the other answer, candidates can see how a succinct response can save time.

Question 3 (b)

3bi - This was the more popular choice.

There was some issue with describing the events.

Most candidates could answer this well, and identify and develop key features particularly the Lytton Report, Japan's response and the League's powerlessness to do anything about it. However, some spent the whole answer describing the crisis, whilst others wrote a long preamble which added nothing to the overall answer.

Clearly the crisis is well known but the question did not ask for the reasons why it occurred or the story. It was important then to focus on the response of the League rather than the event itself.

3b ii - Overall, this was well answered. Most candidates focussed on the dates well and did not wander to the *Anschluss* or other later events.

Rearmament was well known and understood, including accurate rendition of the Re-occupation of the Rhineland. It was also pleasing to note the inclusion of the Anglo-German Naval agreement in responses.

Another key feature of the failure of the League of Nations to solve the Manchurian crisis was the Lytton Enquiry. The Lytton Enquiry was set out to investigate the bombings of the railway and so set out on sail to resolve the situation. The Lytton Enquiry returned back a year later, with a solution that Japan should not ~~have invaded~~ ^{invade}. However, Japan had already invaded Manchuria and the Enquiry was too late.



ResultsPlus Examiner Comments

One clearly developed feature is offered and two others are also included in this response. The response was awarded maximum marks.



ResultsPlus Examiner Tip

Using signposts such as 'Another key feature...' do help candidates to maintain the structure of the response.

Another key feature of ^{the failure} was that the League had no army of its own to impose military sanctions as Britain + France didn't want to impose any fearing their economies. Also, trade sanctions couldn't be imposed as main trade was with USA who wasn't part of the League, as a result the League of Nations did nothing.



ResultsPlus Examiner Comments

Here the candidate discusses sanctions and there is enough on the economic angle to secure a Level 2 mark.



ResultsPlus Examiner Tip

It is interesting to note that the candidate inserts part of the question title ensuring that the material is relevant to the question.

Question 3 (c)

Many responses were sharp and focussed, concentrating on the causes i.e. *Grossdeutschland*, Hitler's growing confidence after the failure of Britain and France to stand up to him over previous crises; others confused Sudetenland with Czechoslovakia. However, there was some confusion in the minds of many candidates over the *Anschluss* and Hitler's demand for the Sudeten and had him invading the latter. Others simply told the story of the causes of World War Two with varying degrees of accuracy.

Finally (Even the Sudetenland) held 3 million German speaking people and Hitler's aim was to create 'Lebensraum' by uniting all German speaking people together. He claimed also that it had been reported that these people were being mistreated and so he wanted to help them out.



ResultsPlus Examiner Comments

The candidate had discussed several reasons and, interestingly, placed this as the last cause of the crisis, before moving on to a conclusion. The response was awarded Level 3.

(c) Explain why there was a crisis over the Sudetenland in 1938.

(12)

Firstly, the Sudetenland was an area in Czechoslovakia. It had many vital resources such as coal, oil and it was the ideal area that Hitler wanted due to its locality and people. Hitler wanted the Sudetenland because it was close to Germany and it had 3.5 million German speaking people living there, ~~also~~ it had a significant amount of resources and industries. Hitler's main aim was to create an 'ideal Aryan race' empire. He thought the Sudetenland would be the best place to make his aim come true.



ResultsPlus Examiner Comments

The candidate discusses much in this response and in this extract. Though there is an error and some repetition there is clearly enough to move to Level 2. However, much of the rest of the answer became confused with the *Anschluss*.



ResultsPlus Examiner Tip

If there is time in the (c) question, a brief plan might help - simply jotting down a few words and reflecting for a few seconds is time well spent.

Question 4 (a)

Knowledge here was quite impressive and responses were soundly developed - most candidates could discuss war-torn Europe and the fear of the spread of communism.

(a) Describe **one** reason why the Marshall Plan was drawn up in 1947.

(2)

One reason why the Marshall Plan was drawn up in 1947 is that it provided economic aid to countries in Europe. Communism was very appealing to some people in the poorer countries and thus by providing Marshall Aid, it was a way to fight off Communism in Europe.



ResultsPlus
Examiner Comments

A developed answer which was awarded 2 marks.

(a) Describe **one** reason why the Marshall Plan was drawn up in 1947.

(2)

one of the reasons that the Marshall Plan was drawn up was 'to try and stop communism spreading



ResultsPlus
Examiner Comments

A basic statement which was awarded 1 mark - further amplification is needed to achieve the full 2 marks.

Question 4 (b)

4b i – Most candidates knew and understood this conference well and had no trouble in identifying several features, notably the Second Front, spheres of influence, changes to the Polish borders, USSR declaring war on Japan when Germany was defeated and the creation of a UN. However others focussed on Germany, confusing decisions made at Yalta and Potsdam.

4b ii – There were mixed responses to this question. Some candidates adapted their knowledge well to the question and picked out key features of the rule. But many went beyond the dates in the question, either in part or in their whole answer, and discussed the Hungarian Uprising. Once again, it is imperative that candidates read questions carefully and that they recognise that any dates given in a question are there for a distinct purpose.

One aspect which raised great tension was Poland. Stalin wanted the borders of Poland to be moved back to the rivers Oder and Neisse ~~to~~ and the land to be added to the Soviet Union, this ~~angered~~ angered the British however who had gone to war to maintain Poland's independence.



ResultsPlus
Examiner Comments

There was sound recall in this response and the final point moved this to top of Level 2.

also Stalin was to have a Communist Sphere of influence over eastern Europe.

Stalin also agreed to send in troops to help USA win ~~the~~ the war ~~to~~ with the Japanese.



ResultsPlus
Examiner Comments

In this response there was confusion with the other conferences, but at the end the candidate did include two relevant points and secured a Level 1 mark.

Question 4 (c)

This topic was well known and candidates displayed impressive knowledge particularly of Germany during the period. Only a few were unable to identify and discuss a variety of reasons. Weaker responses included the narration of all the candidate knew about the development of the Cold war, ignoring the dates set and included discussion of the 1945 atomic bombs, Iron Curtain et al. It is important to identify the date boundaries in the questions because material outside the time frame cannot be credited unless it is related to events within it.

~~After~~ Following the Berlin₂ Airlift, the western Allies thought that they should team up and co-operate to protect each other if the USSR retaliates to the Berlin Airlift physically. This led to the formation of NATO in 1949 which worsened and changed relations because if it hadn't of happened then it wouldn't of led to the Warsaw Pact in 1955 or the USSR increasing the amount of nuclear weapons they had to match the force of NATO. The threat of more power against

the USSR worried the USSR and Stalin and thus worsened or changed relations further.



ResultsPlus Examiner Comments

This candidate demonstrates good recall and is trying to link events; reasons are given and the conclusion offers a judgement. A Level 3 mark was awarded.

Secondly another reason how relations changed was the establishment of NATO in 1949.

It was a military alliance between the USA and the UK most of the western European countries including Britain. For example if a country was going to be attacked the members of NATO would come to their defense. This was effective as it worsened relations between the USA and the USSR because it looked like eventually they would go to war.



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Examiner Comments

This candidate discussed three reasons - the extract gives one. There was no sustained attempt to link events and there was no judgement about importance. Hence a top Level 2 mark was awarded.

Question 5 (a)

Candidates were able to discuss the morale boosting aspect of the visit and some were able to discuss Kennedy's broader aims. Large numbers did quote the speech but in some cases failed to apply its purpose.

Answer Part (a).

(a) Describe **one** reason why President Kennedy visited West Berlin in 1963. (2)

to ~~assert~~ ^{assert} his presence.
Kennedy's failure to do anything about the construction of the wall had made people question his commitment to West Berlin.



ResultsPlus Examiner Comments

Despite an odd start, this response addresses the question and does look at Kennedy's reasons. 2 marks were awarded.

Answer Part (a).

(a) Describe **one** reason why President Kennedy visited West Berlin in 1963. (2)

One reason why President Kennedy visited West Berlin in 1963 was to show the West Berliners that there was nothing to worry about, i.e. Berlin Wall. This was because Kennedy wanted them not to think Kennedy he was weak but strong and that he knew what he was doing.



ResultsPlus Examiner Comments

This is an answer which needs to be read carefully. It answers the question and was awarded 2 marks.

Question 5 (b)

5b i – Most candidates were able to link the building of the wall to unhappiness for families living in Berlin where they were split, and many were able to see how it was a visible division of East and West. However, many described the causes, particularly the 'Brain Drain', in great detail but without connecting this to the impact of the Wall.

Again, the examiners stress the importance of carefully reading the question to identify its focus.

5b ii – Most candidates were able to recall who Dubcek was, the concept of 'Socialism with a human face' and basic features of the reforms. In addition, most also were able to link it forward to the Soviet response. However, precise details of the actual content of the reforms were not always forthcoming.

The first effect of Berlin wall is that it had ended refugee problems because almost 3 million east Berliners had gone to west Germany and most of these were very highly skilled so this has a brain drain problem for the Soviets and it made it almost impossible to leave.



ResultsPlus

Examiner Comments

This response clearly signposted the areas of impact; the featured paragraph secured a Level 2 mark.

A feature of the Prague Spring reforms is that Dubcek want there to be ~~less~~ more freedom of speech.



ResultsPlus

Examiner Comments

This response had three basic points - one is featured here and hence a Level 1 mark of 3 was awarded.

Question 5 (c)

This question was quite well answered although some candidates did talk about the Cuban Missile Crisis; once again the point must be stressed that candidates should read the question carefully and look for relevant signposts. Most candidates were quite clear on the role of Castro's assumption of power, the economic tension between US and Cuba and the Bay of Pigs incident. There was some general blurring of the USSR's role in the whole topic and the chronology went awry.

One of the most important reasons is Fidel Castro taking power in Cuba. ~~One of his first decisions as leader was to~~ remove all US businesses and industry from Cuba. This caused the USA to boycott Cuban sugar production, its main ~~export~~ export. This led to the Soviet Union offering to buy



ResultsPlus Examiner Comments

This response offered reasons, links and prioritisation. The extract indicates some judgement and links and by the end of the answer the criteria for Level 3 had been clearly met.

*Cuba
strive
a
deal
with
USSR*

The second reason why relations worsened was because of the Bay of Pigs invasion in 1961. If the threat of Castro and Communism hadn't been so great this event wouldn't of happened. Because ~~the~~ Kennedy the CIA in the USA had sent Cuban exiles to Cuba secretly to try and overthrow Castro, this made Castro dislike the USA even more and quickly deteriorated relations and also led to Cuba allying with the USSR.



ResultsPlus Examiner Comments

This response offered three reasons, had links and made a judgement. There are one or two points vis à vis English but QoWC is not a criterion and a Level 3 mark was awarded.

Question 6 (a)

There were some very precise answers here and knowledge was frequently impressive. Equally, there were some rather vague responses which could not be awarded the full 2 marks.

Answer Part (a).

(a) Describe **one** decision made about nuclear weapons in the Strategic Arms Limitation Treaty (SALT), 1972.

(2)

In the SALT I treaty, during detente, USA and USSR agreed to the limitations of the growth of nuclear missiles that each superpower occupied. They also agreed that submarines containing nuclear missiles would only be introduced when the existing nuclear stockpiles became obsolete.



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Examiner Comments

Clear and precise knowledge was presented and 2 marks awarded.

Question 6 (b)

6b i – Candidates as a whole were quite good at remembering the different conferences and what was agreed at them. This was often in some detail, but not all were able to relate this to the question, and many links to the relationship were implicit, for example simply making the point that at first they could not agree on SDI but that later Gorbachev was happy to overlook it.

6b ii – Some candidates were not able to go much beyond a description of the Wall being dismantled, without having real knowledge of the events in Berlin surrounding it. Others did know the role of Gorbachev particularly well and were able to show how, by November 1989, with freedom of movement elsewhere, the Wall had effectively become an irrelevance.

Thirdly, the Washington summit and INF treaty in 1987 was another change in Reagan's attitudes. The fact that he had come to an official and solid agreement with Soviet Premier Gorbachev showed that his attitude had changed to the USSR from unwilling to create peace and destroying them to finally coming to a peaceful agreement.



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Examiner Comments

The candidate signposted the response and secured a Level 2 mark.

Question 6 (c)

This was generally well answered.

Candidates readily linked Afghanistan, the Carter Doctrine, Olympic boycotts, Reagan's defence spending and the uncertainty of the USSR leadership.

Some did spend too long explaining the background of the Invasion of Afghanistan but again knowledge was generally thorough and they did move to the more salient issues. Prioritisation and linkage were often impressive.

Donald Reagan was elected in the U.S in 1980. He drew an even harder line against communism than Carter, Publically calling it "the Evil empire" he subsequently decided to increase the U.S arms budget by a trillion dollars. This was catastrophic for the relations and the Soviet's replied by comparing him to Hitler, and later on developing their own SS20 missile in retaliation to the USA's perching missiles.



ResultsPlus Examiner Comments

This response gave a thorough analysis of the period and, whenever a point was made, it was always related to the demand of the question. The extract highlights this.



ResultsPlus Examiner Tip

Always ensure that the answer relates to the question asked - do not tell a story in this style of question. Offer analysis.

Paper Summary

Performance was again generally good and improvements across question styles was noted.

Recommendations:

- In Question (a) candidates need only develop one point
- In Questions (b) and (c) sound Level 2 marks can be achieved if 2 or 3 points are developed
- Candidates can use signposts to help to structure their responses
- In Question (c) candidates should focus on causation and not narrative
- Candidates could produce a very brief plan for (c) questions to ensure that there is a focus on 3 reasons. A plan takes only a few seconds to draw up and is time well spent.
- Candidates should look carefully at any dates contained in a question. Any dates will be significant to the topic.

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