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Examiners' Report
June 2011

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. The vast majority of candidates finished in the prescribed time indicating as in June 2010 and January 2011 that the allotted duration is adequate.

It is pleasing to note that hardly any candidates attempted Question 1(a) simply because it was the first question in the paper, unlike previous series. There is still an issue with the allotted space for the (a) question – many candidates write too much here and consequently waste time. The space provided for the answer is an indication only – previous reports have pointed out that the response does not necessarily have to fill the space completely. 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) may prove of benefit to centres.

- In Question (a), a number of candidates wrote at too great a length.
- In Question (b), candidates need to discuss three points to move to the top of Level Two. Many restricted themselves to L2/4 or L2/5 because they wrote at great length about one or two features.
- The point made in the June 2010 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 clear improvement in this area but many candidates still assert 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)

This question was well written by some candidates who clearly outlined the fact that France believed they had special rights in the region. It was also common for candidates to develop this response by stating the speech was stirring up support for remaining independent from French rule. As a result many candidates succeeded in achieving full marks. There were many good answers which stated that Kaiser Wilhelm II wanted to test the newly formed friendship between Britain and France.

Answer Part (a).

(a) Describe **one** reason why Kaiser William II's visit caused a crisis over Morocco in 1905.

(2)

The reason why Kaiser William visited Morocco to support the independence of Morocco, and to test the entente cordiale (Britain + France)



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Examiner Comments

Here the candidate is brief and looks at the independence issue via the Entente.



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Examiner Tip

Remember to make the point and develop it.

Answer Part (a).

(a) Describe **one** reason why Kaiser William II's visit caused a crisis over Morocco in 1905.

(2)

The Kaiser William's visit caused a crisis over Morocco because the ~~the~~ Kaiser William wanted to show ~~the~~ the Moroccans that he supported their independence. Therefore the consequence of his actions created tension between ~~Britain and~~ France, who wanted control of the country. This made the French furious.



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Examiner Comments

This response sees the idea of independence and creating tension with France, thus securing a Level Two mark.



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Examiner Tip

To gain two marks, make a point and amplify it. As this candidate has done here, begin the answer by using the words stated in the question.

Question 1 (b)

The (b) questions showed some weaknesses among many candidates. There was some confusion between the Entente and the Alliance with rather a large number confusing the membership.

Candidates who answered b(i) showed better understanding than those who answered b(ii). There were few references to Italy's opt out clause with regard to Great Britain and later France. The Triple Entente was overwhelmingly seen as a clear military alliance.

The Triple Entente was an agreement between France, ~~Italy~~ Britain and Russia and it was signed in 1907. This was originally called the Entente Cordiale, which was just between France and Britain. One of the features of the Triple Entente was that they would not fight over empires. They were all trying to keep their empires and carry on building them and Britain and France especially wanted to protect their established empires from Russia, and so ~~if they thought this would happen~~ ^{their empires would be protected} if they all had an agreement.



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Examiner Comments

This was an excellent response and the first paragraph is included to give a flavour of the quality. Two further features were offered and a mark of 6 was awarded. The first paragraph covers membership, origin and then a discussion about imperial affairs.



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Examiner Tip

This response is direct and goes straight to the heart of the question. Directness prevents any tendency to drift from the focus of the question.

The key features in the triple alliance were that if Germany was invaded by any other country Austria-Hungary or Italy would help defend them. This was the same for all countries. if any was attacked then they could help defend them.



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Examiner Comments

This is a part of the whole response which was awarded Level Two. It is direct and pithy.



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Examiner Tip

Remember that huge amounts of detail do not need to be written.

Question 1 (c)

This was a question where the terminal date was crucial. Many candidates went beyond 1913 to discuss events of June-August 1914. Nevertheless, the majority of candidates found the arms race, colonial rivalry and the Balkan problems as key causes. The Anglo-German naval race was well known, as was the Bosnian crisis, but the Balkan Wars did sometimes cause confusion.

There were some candidates who wrote rather vaguely about economic competition and when imperial rivalry was discussed, it too received rather generalised treatment.

In 1908 there was the first crisis in the Balkans, where the declining Ottoman Empire was ~~losing~~ losing land in Europe. However, many of the new states that were emerging were very weak and unstable, so in 1908 the Austro-Hungarian empire annexed the state of Bosnia-Herzegovina. This angered ~~some~~ many of the new states, such as Serbia and the Russian Empire. Serbia was worried because it was the most obvious target ~~for~~ Austria, and Russia was angered because it wanted influence over the Slavic people in the Baltic. Russia ~~was~~ gave orders to Austria-Hungary to withdraw, but was forced to back down when Germany said it would support Austria-Hungary. This increased the tensions in eastern Europe considerably.



ResultsPlus Examiner Comments

This response was very good and the paragraph shown covered the Bosnian Crisis. The candidate discusses the crisis and then refers back to the question. There were two further causes analysed, and with links and prioritisation, a Level Three mark was awarded.



ResultsPlus Examiner Tip

The essay gives a timeframe and the candidate wisely picked out the starting date - the Bosnian Crisis. The use of dates does mean that some have to be known and they will always be crucial to the option being studied.

A further reason for tension was the results of the Balkan wars. Austria-Hungary ~~wanted~~ were against nationalism but in the Balkan wars the Balkan countries had become independent of Ottoman rule and had gained lots of land. This worried the Austrians whose empire was made up of 11 different nationalities. They feared a war with Serbia was inevitable. ~~Therefore~~ This then introduced the power Germany who would agree to support Austria in war and ~~the~~ France who would agree to support Russia if they were invaded by Germany (who had been preparing for war as early as 1905).

Overall the most important reason for the growth of tension was the results of the Balkan wars as this triggered off the possibility of another larger war and highlighted the effect of the alliance system which would result in involving all the "great powers" in war later in 1914.



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Examiner Comments

This was a sound essay which made a judgement at the end, moving it into Level Three. The judgement emerges from the penultimate paragraph.



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Examiner Tip

One method of ending the (c) question is like the example shown. The judgement begins with the word 'Overall' and a clear point is made.

Question 2 (a)

This question proved to be the lowest-scoring of the six 2 mark questions on the paper. There was a real division between those who were totally unaware of the real events of the treaty and those that knew it had replaced Sèvres and returned land. A significant number of correct answers stated what lands were returned and developed why. Incorrect answers often guessed at a term, or terms from the treaty. These were commonly relating to military restrictions and reparations, neither of which was imposed. Consequently many candidates failed to achieve Level Two marks here. Those that achieved 1 mark generally stated that land was gained or returned but did not say where. The control of the sea, Bosphorous and Dardenelles Straits was a common way in which 2 marks were secured.

(a) Describe **one** decision which was made about Turkey at the Treaty of Lausanne in 1923.

(2)

That Land taken from Turkey was returned in the Treaty of Lausanne



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Examiner Comments

A simple point was made and with a little more precision, a second could have been awarded.



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Examiner Tip

Ensure that the idea of a simple point is understood. There are two other questions to answer like this and it should be straightforward to pick up these marks by displaying recall.

(a) Describe **one** decision which was made about Turkey at the Treaty of Lausanne in 1923.

(2)

The Treaty of Lausanne was the revised Treaty of Sevres. In the Treaty of Lausanne, Smyrna would return to Turkey from Greece.



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Examiner Comments

Basic recall employed here and Level Two awarded in the space of two sentences.



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Examiner Tip

The issue of the previous treaty has been raised and then amplified, securing the second mark.

Question 2 (b)

B(i) was the more popular choice here. It was disappointing to see many weak answers here. Most candidates seemed to dwell on general issues and the philosophy and rationale of the League's approach to peace.

Not enough candidates knew the major disputes of the time frame and chronology frequently proved to be a problem. It was anticipated that Corfu, at least, would figure frequently. This was not the case.

It was surprising and worrying that a number of candidates wrote at length about Hitler.

B(ii) was tackled by a minority of candidates and almost universally lacked development.

Some of the best League success stories was the 1925 dispute Greece Bulgarian border dispute and the League of Nations intervened this and asked Greece to withdraw. Greece did, so it was a success for the League of Nations and they managed to ~~mean~~ regain peace.



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Examiner Comments

This response did look at the activities and covered several areas (though three would have sufficed). The abstracted example looks at the Graeco-Bulgarian crisis. It was a developed feature and secured a Level 2 mark - the other points took it to the top of the level.



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Examiner Tip

For the standard (b) question covering peace/success/failure of the League only three issues need be covered and some of them overlap.

Both of the commissions of the League of Nations worked to improve the world for the better. They served separate ideas.

Even though slavery was abolished before the first World War, it was still practised in many countries, such as Africa. The League of Nations worked to stop this and they were partly successful, for example 200,000 slaves were freed in an African country.

Furthermore the slavery commission worked to stop forced prostitution of women. Women were forced into prostitution and some of them were saved by the League of Nations. This, however, was not completely successful as forced prostitution occurred in many countries even after the League of Nations.

In addition, the Refugee Commission was set up to send home the many prisoners of World War One. They employed Nansen to do this. This was extremely successful as within the next two years all the war prisoners were sent back to their homeland. He also introduced the Nansen Passport which gave passports to people who no longer have a home land.

In conclusion, both commissions set up by the League of Nations worked successfully, even though slavery and forced prostitution still occurred.



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Examiner Comments

This was a sound response which covered both parts of the question and achieved Level Two.



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Examiner Tip

Questions on the departments of the League require detail of their work, therefore candidates should be prepared to recall 2/3 features as in the exemplar.

Question 2 (c)

Many answers failed to identify the significance of the years 1923–28 and again, the significance of the dates was lost on many candidates.

Most candidates knew the events of the occupation of the Ruhr, Stresemann, Locarno and the Kellogg-Briand Pact particularly thoroughly. However, there were those who, having written at length, failed to link or prioritise. Some wrote all about either the Treaty of Versailles and/or Hitler's foreign policy without reference to the 1920s. Weaker candidates often assumed Hitler came to power immediately following the end of the First World War.

The main reason why international relations with Germany changed in this time period was the Dawes Plan in 1924, which involved Germany receiving huge loans from the USA. These loans meant that Germany could begin to pay its reparations and Belgium and France withdrew from the Ruhr. With Germany now paying its debts, other countries began to trust Germany again - hugely improving its international relations.



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Examiner Comments

This answer offered several reasons and on the first page presented the most important cause - the Dawes Plan. Other reasons were explained and the judgement was clear, moving the response to Level Three.



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Examiner Tip

When making a point, explain it carefully and relate it directly to the question as in the example.

I believe the most important cause for change was Stresemann's foreign policy. He not only improved relations between France and Germany but also improved the economy. He burnt the old currency and introduced a new currency the Rentenmark which helped to stabilise prices. The improvement in foreign policy was very significant and more important I believe than the effects of the League of Nations. However it was not enough alone without improvements to the economy especially from the Dawes Plan. An improved economy in Germany meant that trade and business with other countries increased. This led to improved foreign policy and no doubt helped lead to Germany being accepted in the League of Nations.



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Examiner Comments

This response looked at the reasons, explained them and gave a well-explained judgement at the end.



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Examiner Tip

The final part of an essay may offer the judgement which moves a candidate to Level Three - the example does this clearly and sees links and priority thus avoiding assertions.

Question 3 (a)

This question was answered relatively well. It was very common for candidates to be aware that the *Anschluss* was a union with Austria. Most candidates stated that the union was desired to unite all German-speaking peoples and create a *Grossdeutschland*. Some spoke about Hitler wishing to acquire a former ally or wanting to gain control of his birthplace. More candidates, but still a minority, outlined Hitler's intention to test the reaction of the League of Nations and his willingness to gamble on success. Finally, another sound response was Hitler's desire to breach the terms of the humiliating Treaty of Versailles.

However, there were many candidates who thought that Austria was part of Germany until Versailles.

Question 3

Answer Part (a).

(a) Describe **one** reason why Hitler carried out the *Anschluss* in 1938.

(2)

Hitler carried out the Anschluss because he wanted a 'Grossdeutschland' where all German speakers lived together under the same leader. He carried this out in order to encourage his fellow citizens to be convinced that it would be better to have all Germans living under the same leader.



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Examiner Comments

The candidate uses the term *Grossdeutschland* and develops it thus reaching Level Two.



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Examiner Tip

To gain 2 marks, a point must be made and it should then be amplified. The best way to show that a candidate intends to do this is to use the words in the question. Why not say 'One reason why Hitler carried out the Anschluss was...?'

Question 3

Answer Part (a).

(a) Describe **one** reason why Hitler carried out the *Anschluss* in 1938.

(2)

Hitler carried out the Anschluss in 1938 because he had thought that Austria and Germany should be united.



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Examiner Comments

Simple point made.



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Examiner Tip

To gain 2 marks, a point must be made and it should then be amplified. The best way to show that a candidate intends to do this is to use the words in the question. Why not say 'One reason why Hitler carried out the Anschluss was...?'

Question 3 (b)

B(i) was slightly more popular than the other option.

(B)(i) was mostly well answered, with candidates understanding Hitler's gamble. Some were able to identify that Hitler chose his timing well for the reoccupation of the Rhineland, at a time when the League of Nations, Britain and France were preoccupied with events in Abyssinia.

The key weakness was in the belief that the Rhineland was an economic and industrial hub, similar to the Ruhr. There were those who commonly suggested that Hitler invaded the Rhineland to take it back (it having been surrendered at the end of World War 1) rather than to re-militarise it.

(B)(ii): There were some excellent responses and many candidates could discuss the shock value of incompatible allies carving up Poland secretly and avoiding war with each other. Only the very few best candidates saw it in terms of British and French policy at and after Munich.

The second key feature was that Hitler marched into the demilitarised Rhineland and ~~the~~ Britain and France never said anything. They said "He is just walking into his backyard". They didn't want to start another war just over Rhine land.



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The candidate makes a point about the re-militarisation and discusses the British and French reaction, moving therefore into Level Two.



ResultsPlus Examiner Tip

A good way of ensuring that three points are covered is to signpost an answer. Here the candidate begins the second paragraph with the words - 'The second key feature...'

One key feature of the Nazi-Soviet Pact was that it was a shock to the world when Germany and the USSR signed the Pact. because as part of Lebensraum, Hitler wanted to expand into the East which would almost certainly involve taking over the USSR. It was also surprising because the USSR had talked of forming an alliance with Britain throughout the summer of 1939, so it was a shock when the USSR signed a Pact with Britain's enemy.



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Examiner Comments

This first feature is clear - it offers a point - 'shock' and then moves to explain the issues behind the shock.



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Examiner Tip

Signposting a response is a good way of ensuring a candidate does not write all s/he knows about a topic.

Question 3 (c)

Many candidates argued well, explaining a variety of factors and making valid prioritised conclusions. Many identified as a main factor the need to uphold Stresa and avoid losing an ally in Mussolini. However others had little idea; among these candidates it was commonly held that Hitler invaded Abyssinia which was somewhere in Europe.

Some candidates confused Abyssinia with Manchuria. Others told the story without, for example, seeing that the Hoare-Laval Plan was an example of going behind the League's back.

Another factor was that the League of Nations imposed economic sanctions which stop Italy in buying weapons, rubber and ores, however the League of Nations did not ban the sales of oil which would have restricted them. Also Britain and France did not close the Suez Canal to Italian ship which would have restricted Italy even more and prevent the invasion.



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Examiner Comments

This essay signposts a factor and expands it thus moving the mark to Level Two. (This is part of a response.)



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Examiner Tip

Signposting an answer can be useful but candidates needed to ensure that large numbers of factors are not included – remember only three developed ones are needed in the (c) question.

Therefore, so as not to anger Mussolini and
drive him into an alliance with Hitler, they
put in place very lax economic restrictions
on Italy. These had little effect on Italy
since they could just buy goods from the
USA, so they were successful in invading
Abyssinia, but the fact that Britain and
France acted against Mussolini drove him
into an alliance with Hitler anyway, he
signed the Rome-Berlin Axis in 1936.



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Examiner Comments

This response tried throughout to link and see a hierarchy of reasons. Judgement was made across the essay which was written in a clear and articulate manner.



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Examiner Tip

The candidate tried to link points as can be seen in the abstract. The issue of Italy was discussed and it is possible to see how a previous point is then taken further into yet another. Linking is a difficult skill and here the candidate succeeds.

Question 4 (a)

The majority of candidates answered this question really well with long developed statements. Most candidates spoke of Nagy's desire to leave the Warsaw Pact and Khrushchev's wish to crush the uprising and prevent other Warsaw Pact countries following suit. These candidates confused 1956 with the desire to spread communism and secure a buffer zone in the aftermath of World War II. Some candidates confused Khrushchev with Stalin or Brezhnev. Another error was to state that Nagy left the Warsaw Pact. However, there was a large degree of clear explanation relating to Nagy's actions, the reforms and democratisation that he wanted to implement.

Question 4

Answer Part (a).

(a) Describe **one** cause of the Soviet invasion of Hungary in 1956.

(2)

One cause is the new leader Imre Nagy. This is because he was a moderate and tried to make Western ~~st~~ style reforms, for example, he talked of leaving the Warsaw Pact, which worried the Soviets as they thought others may follow and try to leave communism, so they therefore sent in the tanks.



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Examiner Comments

One long sentence but the candidate recalls detail clearly and moves to Level Two.



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Examiner Tip

The candidate focuses on cause and then develops this. Remember to develop the point - here, the work of Nagy.

Question 4

Answer Part (a).

(a) Describe **one** cause of the Soviet invasion of Hungary in 1956.

(2)

✱ Imre Nagy, Hungary's leader wanted to leave the Warsaw pact and ~~introduce~~ introduce capitalist reforms. As a result of this Khrushchev invaded Hungary with 200,000 Soviet troops.



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Examiner Comments

A basic point is taken and developed in order to move to Level Two.



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Examiner Tip

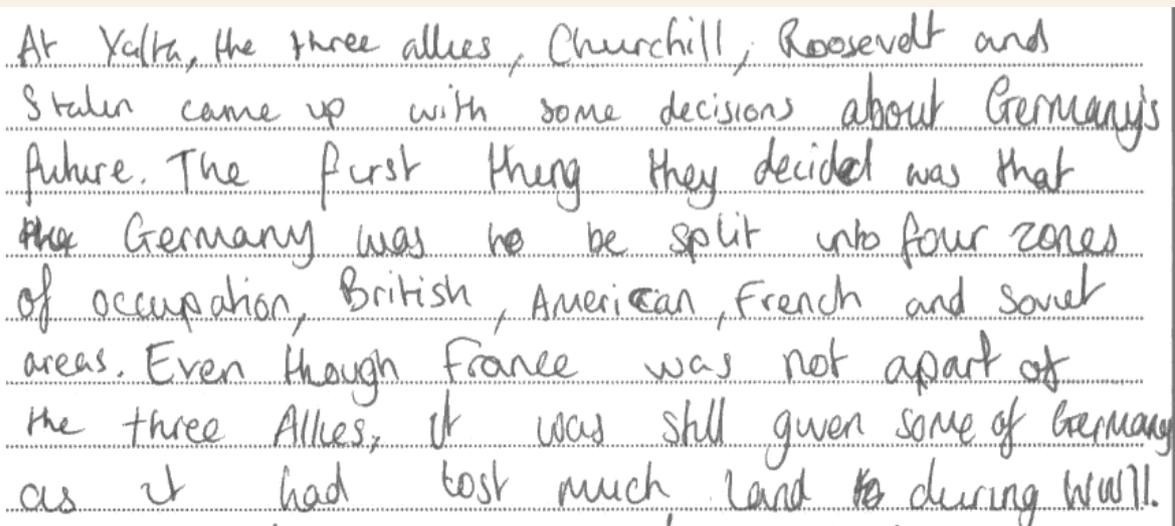
The work of Nagy is covered and within one sentence Level Two is reached. Remember, there is no need to write huge amounts. Indeed, the final sentence is redundant here.

Question 4 (b)

Both questions were equally popular.

B(i): Some candidates failed to read the question carefully, and there were some very long responses about spheres and the war with Japan. Most were able to discuss the partition of Berlin and Germany but few were able to add another dimension to their response that was relevant to Germany, e.g. Poland and the concern over reparations. Even fewer were able to comment at all authoritatively on the border issue between Poland and the USSR and its knock on effect Poland/Germany.

B(ii): Most candidates could recall the fact that the Warsaw Pact was a response to the formation of NATO or that it was the communist equivalent. Hardly any discussed the issue of the re-militarisation of the Federal Republic of Germany. Better answers did add the idea of USSR control of foreign policy and the stationing of Warsaw Pact troops throughout the satellite states.



At Yalta, the three allies, Churchill, Roosevelt and Stalin came up with some decisions about Germany's future. The first thing they decided was that ~~the~~ Germany was to be split into four zones of occupation, British, American, French and Soviet areas. Even though France was not apart of the three Allies, it was still given some of Germany as it had lost much land ~~to~~ during WW2.



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Examiner Comments

This example discusses the division of Germany and is able to recall the inclusion of France as an occupying power. The developed statement moved the response to Level Two.



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Examiner Tip

Again, signposting can be helpful. Here the candidate begins - 'The first thing...'

The Warsaw Pact stated that all of its members (the USSR and the majority of Eastern Europe) would support each other in the case of an attack. It also provided formal support for Eastern European countries from the USSR, which meant they were under ^{its} ~~his~~ control. Therefore, the Warsaw Pact ~~finalised~~ declared the friendship between Eastern Europe and the Soviet Union.



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Examiner Comments

This was a clear response which offered three developed points. The example shows the military nature and dependency of the Pact.



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Examiner Tip

Remember that a developed point can be achieved in a brief paragraph.

Question 4 (c)

This question was very strongly answered, with plenty of material to go at. Candidates need to be careful with their timelines. Here the period 1947-49 was quite easy to be loose about. There was much written about Potsdam and atomic diplomacy (Stalin unhappy that he had not been informed), and Kennan and the Novikov response, which, while sound as background, do not fit the time frame. There was strong material on the Truman Doctrine, the Marshall Plan, the Berlin Blockade, the Airlift and NATO.

This led to Marshall Aid in 1949. This was set up by US Secretary of State George Marshall and President Truman. They felt that if ~~the~~ European countries that had been affected by the war were strengthened, they would be less vulnerable to the threat of Communism. So the USA offered \$12,000,000,000 in aid to European countries. This angered Stalin, who demanded that his eastern bloc countries withdraw their applications for aid as he felt that it was merely the USA trying to exert control as countries who took part would have to join the OEEC, which benefitted the USA. In retaliation, Stalin set up the Soviet equivalents to



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Examiner Comments

The candidate is able to link material here. The example shows that the previous point (Truman Doctrine) led to the Marshall Plan and leads to a reaction from Stalin. It is clear that the candidate is addressing the question and using good recall to focus sharply.



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Examiner Tip

Linking ideas/points is a difficult task but the candidate succeeds here. Remember that causes are like a chain.

The most significant reason as to why relations worsened was the creation of ~~the~~ the Truman ^{and Marshall aid} doctrine because without this, Stalin would not have retaliated with Cominform and Comecon. Additionally, Marshall Aid was the reason for West Berlin's economic prosperity and so, without this Stalin might not have felt so threatened and so might not have blockaded Berlin.



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Examiner Comments

This conclusion was from a thorough essay which had good coverage. Links were presented and a clear judgement was made.



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Examiner Tip

Making a judgement can be difficult for candidates. Here the candidate uses detail of the essay, sees links and offers a judgment. A good example for candidates to follow.

Question 5 (a)

A number of candidates secured 1 mark here because they described shock or frustration on behalf of the USA. There was also a wide range of varied responses that spoke of the split with China, the Romanian and Yugoslavian desire to become aligned with China, Albania's exit from the Warsaw Pact as relations were already strained or dismay on behalf of European communist parties who split and created their own brand of Euro-communism. A significant number of candidates stated that the USA did not get involved and developed their point by highlighting the US role in Vietnam. Some candidates wrote about the Czechoslovakian response and seemed a little muddled with Czechoslovakia and Hungary.

Question 5

Answer Part (a).

(a) Describe **one** international reaction to the Soviet invasion of Czechoslovakia in 1968.

(2)
The world was appalled, for example, the USA and UK condemned the attack but offered no help, and the Italian and French communist parties were so appalled, they declared themselves independent of the USSR.



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Examiner Comments

An excellent response which offers two reactions. Level Two was reached at the end of the first sentence.



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Examiner Tip

On occasions if a candidate is in doubt about whether to include a point, then s/he should do so. Here, an additional brief sentence would not have eaten into the overall time.

Question 5

Answer Part (a).

- (a) Describe **one** international reaction to the Soviet invasion of Czechoslovakia in 1968.

(2)

When the USSR invaded Czechoslovakia in 1968 many Communist parties around the world condemned the invasion. Yugoslavia and Romania were so outraged that they formed an alliance with communist China and disassociated themselves from the USSR.



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Examiner Comments

Sound developed statement which was awarded a Level Two mark.



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Examiner Tip

Remember to make a point and then develop it - just as in this example.

Question 5 (b)

B(i): Many candidates did not read the question carefully and discussed the opposition to the Soviet invasion which took place in the summer. Relatively few candidates opined on the impact of Novotny.

(B)(ii) was more popular and well answered, though more could have been done over the full time period rather than concentrating on 1961 alone. On the refugees themselves, there were many authoritative responses, accurate numbers, years and the impact of the brain drain and loss of skilled workers on the economy. Some candidates ignored 'refugee' and gave a discussion of Soviet-American relations.

One key feature is that 2.6 million East Germans left East Germany for the west in the years 1949 to 1961. The border between East and West Germany was heavily guarded, so the easiest way to cross was through the East and West Berlin border as there was no wall at this point. This therefore made Communism look bad.

~~A second key feature is that~~ ^{Also} many of the people leaving were highly skilled workers. This was bad for East Germany as they were important to East German ~~economy~~ economy, and it therefore damaged it.



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Examiner Comments

A clear first point which highlights numbers and explains why Berlin was the focal point.



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Examiner Tip

If a candidate is concerned about including additional detail, then they should. Here the candidate added two further sentences and it would have taken a short amount of time to do this.

The 1st key feature was the fact that many of the Czechoslovakian public were ~~was~~ against the Soviet control within the country. They hated the secret police and the lack of freedom.



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Examiner Comments

The opposition to control is mentioned and developed just enough to move to Level Two.



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Examiner Tip

Signposting an answer can be useful but candidates need to ensure that large numbers of factors are not included. Remember, only three are required to move to the top of Level Two in a (b) question.

Question 5 (c)

Candidates could read this question in two ways, both successfully. In 1962 they could deal with the immediate events, and that was fine. But an equally satisfactory approach was the longer build-up from 1959. In a number of cases candidates could not distinguish between 'why' and 'key features of', as a result of which there was a good many removals of missiles and Khrushchev, as well as the hot-line.

A common chronological error was to see the Bay of Pigs as a response to the discovery of Soviet missiles on Cuba, thus confusing the causation process.

There was a crisis in Cuba because the US friendly dictator Batista was overthrown by a socialist revolution led by Fidel Castro. This change in leadership led to Cuba becoming nationalised therefore ruining the strong businesses owned by the USA. As Castro was a socialist he got rid of the US Mafia who had control over Havana and tried to change Cuba. As a result the US refused to trade with Cuba for their sugar cane, so Cuba turned to the USSR. The Soviet Union began to build up a relationship with Cuba. Cuba became the closest communist state to the USA being only 100 miles away.



ResultsPlus

Examiner Comments

This answer offered a long-term cause and then showed how it linked to the USSR becoming involved in Cuban affairs.



ResultsPlus

Examiner Tip

An excellent way to make sure answers are focussed on the question is to begin with a clear emphasis, using the words in the question as in the example.

Finally, the key reason for the crisis over Cuba was the fear the USA had of communism. Fidel Castro, a non-extremist socialist, seized power of Cuba in 1959. The USA, which had backed Cuba's corrupt-yet-capitalist previous government, now withdrew trade with Cuba. This almost caused the economy to collapse, so Castro formed a relationship with the USSR. This increased the USA's concerns about communism and the threat the USSR posed, so Kennedy launched the Bay of Pigs invasion, which was very unsuccessful. This joined Cuba and the USSR closer together, as Castro felt threatened by the USA.



ResultsPlus

Examiner Comments

Here the candidate offered a range of reasons and offered the main one just before the conclusion. The reason clearly indicates the genesis of Soviet involvement in Cuba.



ResultsPlus

Examiner Tip

It is helpful to specify one of the reasons as the most important in the actual essay itself. In the quoted example, the candidate then moved to the conclusion and was able to show how the other reasons were all linked.

Question 6 (a)

There was a significant number of candidates who developed the notion of US disapproval by stating what action the USA took as a consequence or why the USA disapproved. 2 mark responses often spoke about the Carter Doctrine and outlined one or more of its principles, or alternatively the US boycott of the Moscow Olympics in 1980 with some detail on the alternative, US 'Boycott Games'. Another common response was for candidates to write about the US funding of the *Mujahideen* with weapons and CIA training. In addition to this there was a response that spoke of an end to Detente and the collapse of the SALT II treaty. Some candidates developed the reasons for US disapproval. However, this was less common than describing actions taken by the US. Reasons for US disapproval were commonly the fear of losing the oil-rich Middle East should the USSR spread their influence further than Afghanistan.

Question 6

Answer Part (a).

(a) Describe **one** reaction of the USA to the Soviet Union's invasion of Afghanistan in 1979.

(2)

The Carter Doctrine - US President Jimmy Carter was concerned as USA had oil in the Persian Gulf Coast. He announced the Doctrine which stated that the USA would involve military force if they felt that they needed to protect their national interests which were at threat. This was the case in Afghanistan.



ResultsPlus

Examiner Comments

A clear Level Two developed answer with the candidate making the point and amplifying it.



ResultsPlus

Examiner Tip

Here the candidate recalls a point and then carefully elaborates with sound recall. Starting in a very direct manner is another sound way of answering, and as in other (a) questions, there has to be development.

Question 6

Answer Part (a).

(a) Describe **one** reaction of the USA to the Soviet Union's invasion of Afghanistan in 1979.

(2)

One reaction of the USA to the Soviet invasion of Afghanistan was that the USA boycotted the Moscow Olympics.



ResultsPlus
Examiner Comments

A basic point is made. A Level One mark was awarded.



ResultsPlus
Examiner Tip

Remember to develop the point - e.g. purpose of the boycott.

Question 6 (b)

Both questions were equally popular.

B(i): The time frame of the question was often misunderstood; therefore lots of references to events pre-1972. SALT was often seen as dealing in reductions in arms. However, many candidates were able to discuss SALT accurately, Helsinki, the space mission and there were those who offered broader answers looking at Nixon and linkage. In some cases, it was interesting to note that candidates failed to define the term itself.

B(ii): The unravelling of Eastern Europe in 1989 is still not well understood and many candidates discussed issues pre-1989. Better answers did make references to the Sinatra Doctrine and its knock on effect.

In Poland, protests were held against the communist government demanding free elections and in 1989, Lech Walesa became Poland's first non-communist leader since 1945. In Czechoslovakia, again the people demanded free elections and Vaclav Havel became the new non-communist leader.



ResultsPlus

Examiner Comments

Precise knowledge is offered and the development meant a move to Level Two for this answer.



ResultsPlus

Examiner Tip

Remember that huge amounts of knowledge are not required in the (b) questions. Here, in two sentences there is precision and the question is answered clearly.

The high point of détente was the signing of the Helsinki accords in 1975 which declared the 35 signatories which included the USA and USSR respected freedom of thought, freedom of religion and human rights in general as well as agreeing to accepting the post-World War II borders. This was a major step as it was in hope the Soviet Union would become more democratic and neither superpower would constantly exert influence on smaller countries.



ResultsPlus

Examiner Comments

This was the third point in this response and was awarded a top Level Two mark. It has precision and also offers judgement.



ResultsPlus

Examiner Tip

Remember to be as precise as possible. This ensures development of a point and moves an answer to Level Two.

Question 6 (c)

This topic was very well known and the overall quality of response rather good. Very few candidates could not explain a variety of developed factors and many could move into Level Three with linkages throughout and/or analytical conclusions. In many cases depth and breadth of knowledge was very impressive.

Firstly, relations worsened slightly in 1983 as Reagan was ^{President} ~~in power~~ in the USA and he was a strong anti-communist. Therefore, he developed SDI which was a significant development in the arms race and a great threat to the USSR who couldn't win the ^{Cold} war without SDI, but weren't economically strong enough to produce it.



ResultsPlus

Examiner Comments

The candidate is signposting the answer with the use of the word 'Firstly'. Moreover, the point made is full of recall - Reagan, anti-communist, SDI, arms race and Soviet economic problems. The response continued in this manner and was awarded a Level Three mark.



ResultsPlus

Examiner Tip

Signposting an answer can be useful but candidates need to ensure that large numbers of factors are not included.

A final reason is the INF treaty. This is because it was a massive achievement as it was the first nuclear arms reduction treaty in history, and went further than the SALT treaty, which only restricted the number of nuclear weapons each party could have. ~~For example,~~ All small and medium range missiles were to be destroyed, and this therefore improved relations greatly.



ResultsPlus

Examiner Comments

Here the candidate has signposted the reasons and after this made a judgement in the conclusion. The final reason looks at the INF treaty and sees its importance and role.



ResultsPlus

Examiner Tip

Signposting an answer can be useful but candidates need to ensure that large numbers of factors are not included. Candidates can be brief and to the point in developing an answer.

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