

# Examiners' Report January 2009

GCE

GCE History (6HI01)

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January 2009

Publications Code US020932

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## General Comments

The first examination of any new specification is an anxious time for teachers, their candidates, and the examiners themselves. It is thus very pleasing to report that the January examining session for the new Unit 1 proved to be very successful in many ways. Centres had prepared their candidates well, whether for the more familiar topics which were popular in previous years in the old AS Units, or for the wide range of papers which were offered for the first time. It was very encouraging to see centres adopt new areas of study. Every paper in Option A was taken by varying numbers candidates, with the Wars of the Roses and the Reign of Henry VII the most popular. The European Witchcraze promises to be a popular choice in Option B, while many for Option C chose the Origins of Empire, Slavery, and Decolonisation. Some papers are, of course, backed up by more available resources than others, and centres are invited to visit the Communities site, where they may be able to locate resources or share materials with other centres (<http://communities.edexcel.com/>).

The Principal Examiners were concerned before the examination by the possibility that candidates might not apportion their time effectively, and that their second answer might be significantly weaker than the first. This fear proved largely unfounded. Most scripts showed that candidates planned both of their answers and went on to produce responses of similar length. Candidates also focused, with varying degrees of confidence, on the question set, and most made a genuine attempt to engage with it. The given factor was usually dealt with first of all, and answers went on to consider other relevant factors before drawing a conclusion. A small number of candidates did not accept the invitation in the question to consider the significance of the given factor. This was sometimes dismissed as unimportant and candidates went on to consider factors of their own choosing. This approach prevented these answers from gaining marks in Levels 4 and 5. Similarly, candidates introduced other factors without considering the nature of the evaluation required. A7/Q13 required a sustained assessment of the Yorkist threat to Henry VII and whether it changed over time. However, several candidates offered alternative factors aimed at explaining Henry VII's perceived insecurity: this material was barely relevant.

Differentiation was achieved by both the quality of analysis offered and the range and depth of relevant supporting information. Candidates who showed the ability to explain and evaluate with clear reasoning, and supported this with secure factual and contextual knowledge, were able to achieve Levels 4 and 5. However, those who were able to begin to explain with simple reasoning and/or provided relevant but insecure supporting evidence were only able to access Level 3. It is interesting to note that, as centres increasingly prepare candidates to address questions in a more analytical style, fewer candidates than in the past produce narrative responses. However, it is not enough to state that a factor is important or significant to reach Levels 4 and 5. The contribution of the given factor and its relation to other factors, or its significance, needs to be adequately explained with secure reasoning to access the higher Levels. Very few answers were placed in Level 1. These usually came from candidates who displayed very little knowledge, or who seriously misunderstood the focus of the question, or from the small number who had apparently run out of time on their second answer.

Some candidates were keen to provide a wide range of contextual knowledge to their answer. While this approach can be generally helpful, several answers offered too much context, and this tended to create unbalanced responses. For example, many dealt extensively with Richard of York's career before 1455 (A6/Q11), the British

opium wars of the 19<sup>th</sup> century (D1/Q1), and King's career before 1955 (D5/Q9). These were usually in the form of extended paragraphs of narrative with little direct bearing on the question.

An important weakness displayed in many scripts was candidates' failure to establish an effective chronology covering the given period. Many were unsure about the course of events in England between 1066 and 1075 (A2/Q4), or during the early years of the Wars of the Roses (A6/Q11), the Chinese government's reforms of 1949-57 (D2/Q3) or King's career between 1955 and 1968 (D5/Q9). It is important to stress to future candidates that an insecure chronology can influence the quality of their response. There is also a need for candidates to focus carefully on the chronological range required by the question. Some candidates failed to identify the significance of the timespan identified in questions. For example, candidates referred to the Seven Years War in C1/Q1 when the question range was c.1680 - c.1740, and to the German wartime economy after 1941 in F7/Q14, despite the question range being from 1933 - 1941. Questions will not necessarily cover the whole time period of the topic and it may be profitable for centres to discuss the possible time ranges that may be encountered by candidates within topics.

The quality of written communication is assessed in determining the final mark awarded, and most candidates performed well in this respect. However there was a worrying number of candidates who communicated extensively through the use of abbreviation such as 'Richard of York' and 'Margaret of Anjou' as 'RoY' and 'MoA', 'Martin Luther King' to 'MLK' and 'the Tsar' to 'TN2'. Candidates should be advised that this is not appropriate.

Despite these comments, there were many answers of good or outstanding quality. These came from candidates who deployed an effective and focused introductory paragraph, a number of paragraphs which maintained that focus and a clear and thoughtful evaluative conclusion. These answers invariably showed good communication skills and an impressive range of well-chosen supporting material. The best responses also focused wholly on the question set, showing awareness of the type of evaluation required, e.g. extent, significance, the given factor and the chronological range covered.

*The first session for the new examination attracted very different numbers of candidates for each of the 36 papers offered. A report has not been provided for papers where the number of candidates entered was so small as to make effective reporting impossible.*

## A: England in the Middle Ages and the Transition to the Early Modern World

### A1 Alfred the Great and the Vikings, 793- c900

Many answers to **Question 1** dealt effectively with a range of Viking strengths, including the speed of their attacks on Wessex, their tactics of seizing towns and defending them, and the strong leadership provided by Guthrum from 876. The weaknesses of the West Saxons were not addressed as clearly, especially the problems which Alfred faced in raising sufficient forces, and the difficulties he faced in gaining help from other kingdoms. Some candidates had difficulty in establishing a clear chronology of events.

Most answers to **Question 2** were very confident in their assessment of Alfred's military and naval reforms. There was some good commentary on the development of the navy, including reference to the size of the West Saxon ships and the problems they had in manoeuvring, especially when set against the smaller and swifter Viking vessels. The reorganisation of the fyrd was explained well, especially the rotation system, and this was often linked to the development of a network of burhs, though the initial effectiveness of both these reforms was questioned. Candidates were also aware of the changing nature of the Viking threat, noting that Haestan was not as effective a leader as Guthrum, and that the later Vikings were more concerned with settlement than warfare.

### A2 The Norman Conquest and its Impact on England, 1066-1135

Most candidates were able to deploy a range of relevant information on pre-conquest England for **Question 3**. Answers noted the development of a stable currency based on the silver penny, and suggested that the existence of sixty mints and the calling in of the currency every five years pointed to a well-governed kingdom. Trade links with Northern Europe were also noted, along with the cultural exchanges that these connections forged. The nature of pre-conquest kingship and the legal system were also well known. However, many candidates did not accept the invitation of considering 'how far' by looking at some contrary evidence, such as the rise of the Godwin siblings and the destabilising effect of Edward the Confessor's failure to produce an heir.

Some candidates were unclear as to the meaning of 'oppression' in **Question 4**, and included material which was only marginally relevant, such as the reorganisation of the English church and the building of churches and cathedrals in the Norman style. For others, the only feature of Norman oppression mentioned was the harrying of the north after 1069. Better answers produced a stronger and chronologically accurate series of events including the rising of Eadric the Wild in 1067, the Exeter rising of 1068, the northern rebellion, and the revolt of the Earls in 1075. Surprisingly few observed that the building of castles was the most visible feature of Norman oppression. Equally, few candidates noted that William's initial actions were conciliatory, especially with regard to the English earls and to Stigand, and that the oppression of the English grew over time.

### **A3 The Angevin Empire, 1154-1216**

Strong answers to **Question 5** focused directly on Henry II's legal and financial reforms. Henry's reform of the system of sheriffs was well known, though there was little reference to the Assizes of Clarendon in 1166 and Northampton in 1176, or to the establishing of the Court of King's Bench. Financial reforms were very well known, including the reconstruction of the exchequer and the use of the Barons' Returns as a way of improving royal income. A few candidates went beyond the terms of the question by referring to Henry's personality and the itinerant nature of his kingship.

Answers to **Question 6** were generally effective in considering the policies of Richard I, referring to ways in which the king raised vast sums of money for the Third Crusade. Measures taken by John were less well known, such as the exploitation of royal justice and the sale of offices. Other relevant factors contributing to the revolt of 1214-15 included the papal interdict and the growth of baronial power against that of the King. Future candidates might consider the extent to which Henry II and his sons were creating, whether by accident or design, an 'Angevin despotism'.

### **A4 From Black Death to Great Revolt: England, 1348-81**

Many answers to **Question 7** were not strong, but described in general terms the reduction of the population and the devastating effect of the plague on the countryside. Too many were distracted by describing the symptoms of the plague. Better answers noted the mortality rate in towns and cities, the impact of the plague on boys and young men, and the recurrence of the plague in the 1360s and 1370s. The chronological range set by the question was often not addressed.

Answers to **Question 8** were often focused on the aftermath of the Black Death in causing the peasants' revolt of 1381, referring to the Statute of Labourers and the various poll taxes demanded by Richard II. There might have been stronger references to the growing hostility displayed towards the landowners by the peasants, and the demands for the abolition of villeinage. Candidates addressed only a few other factors, usually opposition to the church; and there was little reference to the crown's financial difficulties, nor to its military setbacks abroad.

### **A5 Anglo-French Rivalry: Henry V and Henry VI, 1413-53**

At lower levels of attainment for **Question 9** were answers which described the siege of Harfleur and the battle of Agincourt but which failed to go further into the chronology, and made only fleeting reference to Henry's leadership qualities. There was also some less relevant material offered on Henry's early life before his accession in 1413. Better responses focused on Henry's leadership from the outset. They noted his skill in organising the invasion of France, his role at Harfleur and at Agincourt, and the subsequent reconquest of Normandy. The best answers went beyond Henry's military leadership to consider the King's diplomatic skills in the making of the Burgundian alliance and the negotiations which led to the treaty of Troyes in 1420.

The small number of candidates who answered **Question 11** failed to cover the whole chronology from 1422 to 1453. The importance of John duke of Bedford was

recognised, but candidates failed to notice the problems caused by the minority of Henry VI, and the poor leadership of the English forces from the mid 1430s.

#### **A6 The Wars of the Roses, 1455-85**

The Wars of the Roses was the most popular paper in Option A, with the majority of candidates attempting **Question 11**. A problem for many appeared to be establishing a clear chronology of events within the given period of 1455-1460. There was much less relevant material on York's activities in the 1440s and on Cade's revolt, which unbalanced many answers. Candidates were also confused about when York's protectorates were established and when he finally made his claim to the throne. Better answers focused on York's role in the development of instability in the late 1450s, and set this against the significance of the other two key personalities of the period, Margaret of Anjou and Henry VI, noting the impact of the King's intermittent bouts of insanity and schizophrenia. High level answers extended their response to consider the financial weakness of the crown, the impact of defeat in France, and the growing local rivalries among the nobility. A few candidates unfortunately mistook Richard Duke of York for Richard Duke of Gloucester and thus produced an answer on the reign of Richard III.

For many candidates answering **Question 12**, foreign involvement in the Wars of the Roses meant only the support given to Henry Tudor in the years 1483-85. Others decided that since Margaret of Anjou came from France her role was of great significance. Better answers were able to work through the chronology effectively, including Warwick's flight to France and Edward IV's to Burgundy, the Treaty of Picquigny in 1475, Henry Tudor's failed invasion of 1483 and his success in 1485.

#### **A7 The Reign of Henry VII, 1485-1509**

Most candidates had a wide range of material to draw on in considering the Yorkist threat for **Question 13**. They referred to Lovell's rebellion of 1486, the significant threats posed by Simnel and Warbeck, the claims of the Earl of Warwick and the imprisonment of de la Pole in 1506. While many were aware of the significance of each individual threat, they often failed to address the question of whether the Yorkist problem changed over time. Less secure answers outlined only the Simnel and Warbeck threats, or were diverted into considering other threats to Henry's security, which was not the point of the question. There was, however, some useful reference to Henry's marriage to Elizabeth of York, and its long-term importance in establishing the Tudor dynasty.

Some answers to **Question 14** provided only descriptive material, showing how Henry dealt with the threats from individual nobles such as Warwick and William Stanley. Most, however, provided a wide range of material on retaining, bonds and recognisances and the use of attainders. Some of the best answers considered these actions, but also noted the contrary evidence which suggested that Henry still relied on the nobility to enforce the law throughout the kingdom, and that they were vital in providing armed forces against rebellions. A few noticed that Henry's long absence abroad meant that he was unfamiliar with most of the English nobility, and that Bosworth had conveniently disposed of a large number of nobles who might have threatened Henry security.



## B: Power, Belief and Conflict in Early Modern Europe

### B1 Luther, Lutheranism and the German Reformation, 1517-55

Some candidates were unfamiliar with the term 'papacy' in **Question 1**, which weakened the quality of their answers. Others equated the papacy with the German Catholic Church. Better answers focused on the significance of the papacy as a foreign power and referred to a number of papal abuses such as the frequent demands for money and the growing scandal of the papal court. Other relevant factors considered included abuses within the German church such as simony, absenteeism and nepotism, and the poor quality of many parish clergy. High level answers also referred to the intellectual context, especially the growth of humanist thought. Luther's own contribution was considered, but some answers took this well beyond 1517.

Answers to **Question 2** often noted two ways in which the princes contributed to the spread of Lutheranism within Germany. The role of individual princes, especially of Frederick the Wise and Albrecht of Hohenzollern, was considered along with the princely alliances such as the Schmalkaldic League which defended and protected the spread of Lutheranism. Candidates also made effective reference to the importance of the printing press, the role of trade routes, and the fact that the Emperor Charles V was unable to give his full attention to the spread of the German Reformation.

### B4 The European Witchcraze, c1580-c1650

Many answers to **Question 7** operated at a generalised level. They considered some of the roles which women filled within society, especially as midwives and cooks, and noted the importance of widows whose economic value to the community was minimal. It was suggested that these roles made many women easy targets for accusation of witchcraft. Stronger answers displayed a broader chronological and geographical range. These were aware of the stereotypical view of witches provided by the *Malleus* and other printed works, and noted that demographic change and the impact of the Thirty Years War led to an increase in the number of single women. Some perceptively noted the importance of the dissolution of many nunneries. There was much discussion of the importance of views on female sexuality. Some answers challenged the question by pointing to countries and regions where men were likely to be accused of witchcraft, such as Iceland, where 90% of the accused were men.

The key to success in answers to **Question 8** was often the geographical range of material with which candidates were familiar. Strong answers noted the variations in intensity of persecution in the Franco-German borderlands, within Germany and Switzerland, and within England, Scotland and Ireland. The role of individuals, notably James VI of Scotland and Matthew Hopkins in Essex was also considered. There were excellent references to changes in legal procedure, notably where the Carolina was in force, and the infrequency of witch hunts in Spain was linked to its experience of false denunciations for heresy to the Inquisition. Some answers failed to refer to many regions, focusing their attention only on the German states.

## B5 Conflict and Conquest in Ireland, 1598-1692

Many answers to **Question 9** were sidetracked into providing a range of less relevant material, either from the Tudor period, especially the reign of Mary I, or on Cromwell's intervention. More focused answers considered the plantation policies of James I and Charles I, especially the Ulster plantation, while the best candidates questioned the success of the plantation policy, noting that dispossession and the migration of 100,000 settlers by 1641 were not in themselves sufficient to prevent the rebellion of 1641 and the Confederate Wars.

## C: The British Empire: Colonisation and Decolonisation

### C1 The Origins of the British Empire, c1680-1763

Candidates were generally very well prepared for **Question 1**. Most had a good understanding of the significance of the Navigation Acts, with only a small minority describing these measures, and were able to suggest other reasons for the growth of the British Empire such as the trading companies, the role of war and the growth of the slave trade. However, although many of the answers were secure, only a few attempted to evaluate the Navigation Acts directly against other factors, and often included the Acts in a list of general reasons for the growth of Empire rather than attempting to determine whether they were the main reason. Also some candidates seemed unaware that the Navigation Acts were as a direct consequence of the role of Government, often citing government as a separate alternative factor. Many answers failed to identify c1740 as the end date of the chronological range and made references to the Seven Years War that unfortunately were not relevant. It would have been pleasing to see more reference to geographical areas of expansion. The best responses were able to show the links between the various factors whilst evaluating the importance of the Navigation Acts.

As with **Question 1** candidate responses to **Question 2** dealt effectively with the given factor and suggested a similar range of other factors that may have explained the emergence of Britain as an imperial power across the whole period of the topic. However, many answers suffered from chronological uncertainty with regard to the order in which wars were fought or confused the outcomes of different wars e.g. confusing the terms of the Treaty of Utrecht with the Treaty of Paris. Some of the best responses focused on the concept of Britain as an imperial power or were able to show the links between the various factors and relate these to the importance of war e.g. the link between war, the growth of the navy and the ability to and need to protect trade. A few effective answers were able to show a change in importance over time arguing that war became more important with a clear explanation of the significance of the Seven Years War.

### C2 Relations with the American Colonies and the War of Independence, c1740-89

All the candidates for C2 answered **Question 3**. In general the responses showed a sound general knowledge and understanding of the significance of the key events that led to the deterioration in relations between Britain and the American colonies between 1763-75. Most candidates followed some form of chronological approach, beginning with the consequences of the Treaty of Paris and leading to an explanation of how each side reacted to each other as the various legislation was passed. Unfortunately, many answers showed an insecure chronology or ran out of time to cover the whole time period which limited the ability to reach the higher Levels. Some candidates found it difficult to distinguish between taxation and duties such as the Stamp Act and other types of legislation such as the 'Intolerable' Acts. The best candidates produced a more thematic approach such as the perceived need for the American colonists to pay for their own defence, the spread of political ideals such as liberty, the slow pace of communications and the intransigence on both sides whilst selecting relevant supporting evidence from across the time period.

No candidates attempted **Question 4**. However, it is worth noting that the impact of independence on both Britain and America, 1783-89 is one of the four main bullet point headings for the topic.

### **C3 The Slave Trade, Slavery and the Anti-Slavery Campaigns, c1760-1833**

Slavery was the most popular topic in Option C but fewer candidates answered **Question 5** than **Question 6**. It was clear from the responses that the majority of candidates clearly understood the basic concept of the Triangular Trade but many were not able to explain the economic interaction in detail or to show how the needs of the colonies could stimulate the growth of the slave trade. A small number of candidates just simply described the trade triangle with emphasis on the Middle Passage and some did not seem to understand what the requirements of the colonial economies might be. However, the best responses attempted to weigh up the relative significance of the different stages of the Triangular Trade, showing how the demand for colonial products and the nature of the plantation system led to an increasing demand for cheap labour whilst the development of trade and industry in Britain increased the demand for both raw materials and a need to find markets for manufactured goods with reference to specific goods, colonies and ports etc.

Responses to **Question 6** are a good example of why it is important to focus on the wording of the question. The majority of candidates had a good general awareness of and were able to give a general explanation of the reasons for the success of the abolitionists but very few candidates focused on the role of the Jamaican slave revolt of 1831 and/or the abolition of slavery in 1833 as opposed to the slave trade in 1807. Many candidates briefly mentioned the revolt or made general reference to 'revolts' before leading into a discussion of other factors that were often more directly pertinent to the abolition of the slave trade with an overemphasis on the early work of William Wilberforce and Thomas Clarkson. Some of the best responses were able to address directly the abolition of slavery discussing the significance of Sam Sharpe, the emergence of Fowell Buxton, the demand by new campaigners to speed up the pace of reform and the role of the 1832 election. Responses which could not clearly differentiate between the abolition of the slave trade and the abolition of slavery were unlikely to access Level 4. Very few answers addressed the debate over the economic reasons for abolition.

### **C5 Commerce and Imperial Expansion, c1815-70**

There were a very small number of answers to both **Question 9** and **Question 10**. The responses to **Question 9** were very generalised with little detailed knowledge or explanation showing some understanding of the role of British industry in imperial expansion across the whole of the nineteenth century rather than within the chronological range of the topic. Candidates answering **Question 10** clearly understood the concept of 'formal' and 'informal' empire but produced imbalanced responses with an emphasis on settler colonies or once again strayed out of the chronological range into the Scramble for Africa.

## C6 Britain and the Scramble for Africa, c1875-1914

The majority of candidates who answered **Question 11** had a very good chronological knowledge of the events along the Nile Valley and in east Africa during the Scramble for Africa. Most were able to discuss the reaction to the imperial rivalry of France and Germany in relation to other factors such as strategic concerns, the role of men-on-the-spot, economic imperatives and the response of the indigenous rulers and populations. Some candidates were able to analyse these factors in terms of peripheral and metropolitan theories of imperial expansion. However, several knowledgeable candidates were also limited by a lack of focus on the chronological range spending too much time putting the situation in 1882 into context thus creating an imbalance in the coverage of the events to 1898. The best responses were able to evaluate differences in motivation both over time and in the different geographical areas suggesting, for example, that strategic concerns were more important along the Nile Valley and potential economic profit more important in east Africa.

**Question 12** was the most popular choice for Topic C6 and there was a wide variety in the quality of responses. At lower levels there were responses which confused the two Boer Wars, described the events of the Second Boer War with little security or gave reasons for the outbreak of the War. Many candidates made general statements about the negative effects on British attitudes and depending on the quality of explanation and depth of supporting material were able to access Levels 3 and 4. However, generalised statements about disenchantment with the War leading to the break-up of the British Empire in Africa and anti-imperialism amongst the general public rarely achieved above low Level 3.

There were several different evaluative approaches which saw candidates access the higher Levels with some responses analysing the fluctuating positive and negative responses of the British during the war itself from Black Month through to the 'mafeking' at the relief of besieged towns followed by the reaction to the realities of life in the concentration camps. Others suggested that, although British confidence might have been damaged by the events of the War, the reforms in British policy that took place after the War were designed to maintain British great power status and that Britain retained economic dominance in southern Africa. Some of the best answers compared British attitudes before and after the War, both amongst the political elite and the general public, producing an evaluation of the change over time.

## C7 Retreat from Empire: Decolonisation in Africa, c1957-1981

By far the most popular choice in Topic C7, **Question 13** is another example of the importance of selecting relevant material which focuses on the question set. Although British economic weakness is the given factor, many candidates spent too much time putting the British economy in 1957 into context rather than evaluating its importance in the process of decolonisation. Many candidates gave an overview of the state of the British economy since the First World War and there were several responses that confused the two World Wars. There were very few candidates who referred to Macmillan's cost-benefit analysis in the late 1950s. Some candidates were able to suggest other possible factors such as Britain's status as a world power, the growth of nationalism, the emergence of the USA and the USSR and the response to events such as the Suez Crisis. There was a disappointing lack of reference to specific colonies with little awareness of the chronology of events and brief, and often insecure, mention of Ghana and Mau Mau in Kenya. The better responses focused on the process of decolonisation between 1957 and 1965 evaluating the importance of British economic weakness in comparison to other factors. Some of the best candidates suggested different reasons at different times in different parts of the continent.

Very few candidates attempted **Question 14** but those who did produced weak responses which seemed to confuse Southern Rhodesia and South Africa.

## D: A World Divided: Communism and Democracy in the Twentieth Century

### D1 Crises, Tensions and Political Divisions in China, 1911-49

Most candidates appeared to have made a thorough study of the last years of Imperial China, the first bullet point in the specification, and this was reflected in the quality of answers to **Question 1**. The given factor, national resentment of foreign interference, was discussed through the Boxer Rebellion, foreign involvement in railway development, and the Wuchan rising. There might have been more development on the role of Sun Yat-Sen and the Revolutionary Alliance. Some candidates were diverted into producing detailed information on the Opium Wars and other events which were out of period: while of some contextual relevance, this material tended to dominate the answer. National resentment was placed within the context of other factors, notably the failure of the Qing reform programme and the later years of the rule of the Dowager Empress Cixi.

Answers to **Question 2** compared the perilous situation of the CCP in 1927 with the security which it had achieved a decade later. Many candidates focused on the revival of the CCP in its Jianxi base, the GMD's encirclement campaigns and the Long March to the safety of Shaanxi. The leadership provided by Mao Zedong and Chou EN Lai was often contrasted with the failures of the GMD generals. Candidates were generally aware of the chronology of events though there was some confusion on the course of the Long March.

### D2 Mao's China, 1949-76

Several answers to **Question 3** displayed an uncertain chronology. These went beyond the given period to consider the Great Leap Forward and the famine associated with it, and even the Cultural Revolution of 1966-69. Stronger answers considered industrial and agricultural change along with laws on marriage and female property rights. There was little reference to the benefits which industrialisation brought to the Chinese people, but agricultural changes were better known and commented on. While many considered that women gained substantial rights in the 1950s, others perceptively noted how difficult it was to enforce these changes in outlying and rural areas. Some challenged the question with reference to the occupation of Tibet, but were unsure how to make this material relevant.

As with **Question 3**, a clear understanding of the timescale set for **Question 4** eluded many candidates, with many references to the Hundred Flowers campaign or to the death of Lin Biao in 1971. Others failed to notice that 1962 was the year in which Mao faced criticism for the disasters of the Great Leap Forward. There was a lot of descriptive material on the Cultural Revolution which highlighted the weaknesses of Mao's opponents and the huge support he engendered among young people. The best answers focused directly on Mao and his great personal prestige, and the ways in which he used his position to outmanoeuvre and humiliate his opponents.

### D3 Russia in Revolution, 1881-1924; From Autocracy to Dictatorship

For **Question 5** most candidates were able to identify at least some of the opposition groups and to describe the differences between them, if only in general terms. However, there was a common assumption that all these groups wanted to do away with the tsar, and that they spent so much time fighting amongst each other that the survival of Tsarism was assured. Some also spent more time than was advisable discussing the opposition to Alexander II, where a brief reference to the problems faced by the Populists would have been enough. 1905 featured heavily in many answers, with some dealing exclusively with the events of that year, while others went out of period to consider the operation of the Dumas. More candidates might have used the acceptance of the October Manifesto as evidence of the liberals' fears of revolution. Many were aware that the survival of Tsarism also depended on forces which underpinned it, notably the army, church, aristocracy and the Okhrana, along with the claimed innate conservatism of the peasantry. Few, however, could say with confidence what these forces actually did to help the system survive.

Most candidates showed a reasonable familiarity with the course of events between March and November 1917 for **Question 6**, and made a real effort to apportion responsibility for the demise of the Provisional Government. The question lent itself to an analytical response and there were few descriptive answers. A common tendency was for candidates to focus on matters connected with peace, bread and land, but they then left themselves insufficient time for other factors such as the role of Lenin and Trotsky in November. Lenin's return in April 1917 was given due attention as a factor outside the control of the Provisional Government, but few answers explained the timing of the Bolshevik uprising. Many answers asserted that the Provisional Government achieved nothing of any value and was doomed from the start, although there were better answers which were more discriminating. Some noted, for example, that the government's handling of the July days suggested that it commanded considerable support. Although many candidates handled this question well there were some surprising errors. Some confused the July days with Kornilov's conspiracy, while others placed Lenin or even the tsar at the head of the Provisional Government. Many subscribed to the view that Lenin's victory in November 1917 was inevitable.

### D4 Stalin's Russia, 1924-53

Some answers to **Question 7**, perhaps hoping for a different question, took the opportunity to off-load a substantial body of knowledge on the Five Year Plans, whose relevance to the question was marginal. These often assumed that the perceived successes of Stalin's policies of collectivisation and industrialisation must have been due to the weaknesses of the NEP. Many failed to comment effectively on the operation of the NEP and appeared unaware of its, albeit limited, success in restoring the economy after the civil war and foreign intervention. Answers could have made more of the other factors which influenced Stalin's decisions. Only a few placed the introduction of the Five Year Plans within the context of Stalin's struggle for power against Trotsky and the other contenders. Few referred to the ideological distaste felt by many communists for the NEP and for the Nepmen.

Many stronger answers to **Question 8** focused on the development of a war economy by reference to the relocation of factories beyond the Urals and the role of women and boys in maintaining industrial production throughout the war. Others, however, decided that a war economy had been formed exclusively by the Five Year Plans.

Other non-economic factors were well known, although there was a tendency to produce answers that resembled a developed list of factors rather than an argued case about their relative importance. The range of factors was quite impressive, including the heroism of ordinary soldiers, the role of the partisans and the leadership of Zhukov. Many were well informed on the relative superiority of Russia's military hardware, and were able to select relevant points about German weaknesses and mistakes, mostly attributed to Hitler.

#### **D5 Pursuing Life and Liberty: Equality in the USA, 1945-68**

Those who were confident about the order of events between 1955 and 1968 were often able to produce a convincing focus on King's contribution to the civil rights movement for **Question 9**. Candidates were usually aware of his successes and failures, comparing his victories in the south to his less assured interventions in the north in the mid-1960s. The Montgomery bus boycott was well known, as was the Birmingham campaign and the march on Washington in 1963. Some answers became less assured thereafter, and there were few references to the Chicago campaign of 1966. Several answers were unusually scathing about King's contribution. They underplayed his role as leader of the SCLC and the importance of the connections he made with the Democrats after 1960 which contributed to the passing of the Civil Rights Act of 1964. While many answers were familiar with the role of Malcolm X, they were less convincing on the importance of Black Power.

The appeal of Question 9 meant that there were very few answers to **Question 10**. While there was some understanding of the changing status of Hispanic Americans through the campaigns of reformers such as Cesar Chavez, developments for Native Americans were less well known; and some mistakenly assumed that the latter referred to black Americans.

#### **D6 Ideology, Conflict and Retreat: the USA in Asia, 1950-73**

Many answers to **Question 11** developed an effective response based on the USA's fear of the spread of communism and a wide range of other relevant factors. Candidates were aware of the Cold War context and the implications of the Truman Doctrine, and often noted the significance of Mao Zedong's victory in China in 1949. Many also referred to the stalemate at the end of the Korean war, though some developed this point in extensive detail with only limited effectiveness. The importance of the collapse of French power in the region in 1954 was acknowledged, but some candidates were less assured of the chronology of events thereafter. There were only few references to Eisenhower's intervention, or to the Gulf of Tonkin resolution which authorised Johnson's escalation in late 1964, though Kennedy's policy of containment was well explained. Some stronger answers noted the importance of domestic opinion in determining government policy, including the role of McCarthyism and the growing fear of Soviet successes from 1957 and the launch of Sputnik 1.

For **Question 12** candidates appeared more familiar with Johnson's policies than those carried out by Nixon from 1969. The roles of Johnson and Westmoreland in escalating of the war were well understood, as was the pivotal importance of the Tet offensive in changing US public opinion. Changing domestic opinion, however, was often known only in outline, with simple references to Cronkite and television, and to Kent State in 1970. Few were able to explain the significance of Nixon's policy of Vietnamisation or of his decision to extend the war beyond Vietnam itself.

Candidates were very familiar with the problems facing American servicemen in Vietnam, such as the short periods of service, drugs, low morale, and the fact that they were unfamiliar with guerrilla warfare. In the end, as several noted, the USA was attempting to fight a conventional war based on high technology against an unconventional opponent.

#### **D7 Politics, Presidency and Society in the USA, 1968-2001**

There were many strong answers to **Question 13**. Candidates displayed an impressive grasp of material covering every election, though there were surprisingly few references to George HW Bush's success in 1988. Nixon was credited with displaying great political skills in 1968 and 1972. Answers noted the importance of his 'Southern strategy' and its impact in breaking the old New Deal coalition which had maintained the Democrats in power for many years. Nixon was seen as fortunate in running against only modest Democratic opposition. Humphrey was not considered to be a strong candidate in 1968. He was linked to Johnson's unpopular domestic and foreign policies and was weakened by the chaos of the Chicago convention. McGovern's unfortunate initial choice of Eagleton as his running mate in 1972 was held against him. Carter's problems throughout his presidency were referred to and his pessimism was contrasted with Reagan's sunny personality. The Republican attacks on Carter's policies resonated with the electorate. Reagan's economic policies were seen as contributing strongly to his success in 1984, while the Democrats task was not made any easier by their selection of Dukakis. Some answers scored very well indeed with a thematic approach based on successive candidates, Republican strategic skills, the role of CREEP in 1972, and the Democrats failure to engage effectively with the electorate.

Candidates who answered **Question 14** were well versed in most aspects of Reagan's economic policies. They noted the problems which he inherited, including high inflation tied to high unemployment, and demonstrated a clear understanding of how Reaganomics was intended to tackle these problems. Reagan's successes from 1982 were well known, though some noted that these contributed to growing income inequalities and a ballooning Federal deficit which was later addressed by the elder Bush, and which contributed to his defeat in 1992.

## E/F: The Challenge of Nationalism

### E1/F1 The Road to Unification: Italy c1815-70

The majority of candidates were well prepared to produce a discussion of the generic obstacles to Italian Unification up to 1848 resulting in a significant number of Level 3 and low Level 4 answers. However, many of the responses to **Question 1** tended to focus on Mazzini as an individual rather than the limited appeal of Mazzini's ideas as a reason for the slow progress towards national unity. The best responses were produced by those candidates who were able to refer to the lack of progress of democratic and republican ideas in relation to the forces of conservatism such as the Italian rulers, the Austrians and the Catholic Church. Some candidates were able to refer effectively to changes over time but references to the period after 1848 were unfortunately not relevant.

There were a significant minority of candidates who were insecure in their knowledge of Cavour's role in the unification process, including some who confused Cavour with Garibaldi, but the majority of candidates were able to explain the contribution of Cavour with some effectiveness. The best responses to **Question 2** were approached in a variety of ways including discussion of the significance of Cavour as an individual in terms of his foreign and domestic policy contribution to Unification and his significance in relation to other individuals, such as Garibaldi or Victor Emmanuel, or other factors. Most candidates were more secure with Cavour's contribution to foreign policy rather than domestic policy. A few candidates evaluated Cavour's significance in relation to the extent that Italy had been unified geographically at the time of his death.

### E2/F2 The Unification of Germany, 1848-90

A minority of candidates approached **Question 3** by describing the wars with Denmark, Austria and Prussia but the majority of responses attempted to discuss the role of war in relation to other factors. Most candidates mentioned the role of Bismarck and/or the Zollverein. Although many responses were secure chronologically, there were a significant number of candidates who were unable to access more than Level 3 through a weak grasp of the chronology. The best candidates were those who were able to produce a succinct evaluation of the role of war in the unification process in comparison to other factors by selecting only the most relevant information.

The majority of candidates who chose **Question 4** were very well prepared and were able to produce strong responses evaluating the success of the policy of *Kulturkampf*. Most were able to identify aspects of failure but also to suggest that Bismarck built on the consequences of failure to strengthen his attack on socialism. A significant number of candidates were able to access Level 4 through direct evaluation of the success of the policy. A small number of candidates were confused by the reference to *Kulturkampf* assuming that it concerned Bismarck's attack on socialism.

### **E3/F3 The Collapse of the Liberal State and the Triumph of Fascism in Italy, 1896-1943**

Many responses to **Question 5** were very generalised with references to the divisions in politics, the role of the Catholic church and the economic divisions between the North and South. However, there were fewer candidates with secure knowledge of the time period who could make specific references to the successes and failures of the Giolittian system, for example. Several candidates were unsure of the meanings of the terms political and economic and others strayed into discussing the disunity that occurred as a result of World War One. There were a few candidates who unfortunately misread the dates of the question completely and referred to the divisions within Italy during the Fascist period.

Most responses to **Question 6** were able to identify, with varying degrees of accuracy and detail, the significance of the relationship with the church including the Lateran Pacts. Similarly, the importance of the King's role was also considered, with relevant links to the Matteoti crisis. A significant minority were unfamiliar with the term 'traditional elites' creating some imbalanced answers. Similarly, a few failed to pick up on the 'consolidation' aspect of the question, focusing instead on Mussolini's rise to power. The best answers were able to discuss the contribution of the Church and the elites in relation to the strength of other aspects of Fascist power such as propaganda, fear, the manipulation of politics and the popularity of Mussolini.

### **E4/F4 Republicanism, Civil War and Francoism in Spain, 1931-75**

There were a limited number of responses to the questions on topic E4/F4 but it was pleasing to see a number of centres tackling this area of study. In both questions some candidates struggled to show understanding of the focus of the question. In **Question 7** candidates often found the concept of the 'slow pace of reform' as a catalyst for Civil War difficult to analyse either describing the reforms or ignoring the given factor and suggesting other factors instead, such as the divisions amongst the Left or the reaction of conservative forces. A very few candidates failed to understand the meaning of 'slow pace' creating confused and limited answers. The best responses showed sound chronological awareness of a complicated political situation and were able to refer to specific attempts at land, economic and military reform and the difficulties caused by trying to put them into practice.

Responses to **Question 8** were often very generalised with references to early hardships, attempts at autarky and later attempts to create a tourist economy and the resultant consequences for Spanish society. However, there were few answers that focused on the concept of modernisation or were able to provide secure supporting evidence. There were several candidates who did not seem to understand the meaning of the terms 'economy' and 'society' focusing on political and diplomatic developments instead.

### **E5/F5 Germany Divided and Reunited, 1945-91**

There were some very strong candidates and a number of Level 5 responses in both the questions set in Topic E5/F5. Candidates were very well prepared with secure knowledge, impressive chronological awareness and a clear understanding of the concepts covered. The best responses in **Question 9** were able to compare the significance of the policy of *Ostpolitik* with other policies and events that affected

relations between East and West Germany both before and after its introduction. Candidates were able to compare directly the importance of Adenauer's policies or the significance of events in Berlin with *Ostpolitik* to create a balanced evaluative answer. In **Question 10** many candidates were able to access Level 4 with clear attempts to evaluate the economic development of the two German states but the best candidates were able to address successfully, with well selected detailed comparative explanation, the question of 'significantly greater' pointing out the success of East Germany in relation to other Eastern bloc nations and the periods of economic concern in West Germany.

#### **E6/F6 The Middle East, 1945-2001: The State of Israel and Arab Nationalism**

The Middle East was the second most popular topic attempted in Options E/F. There were many well prepared candidates who showed strong chronological awareness and were able to provide relevant supporting evidence. The best responses to **Question 11** were able to provide a succinct explanation of the importance of terrorist activities in Palestine and to compare the significance of terrorism with other factors such as British policy and attitudes, US influence, Arab nationalism and the role of the UN. Some L5 responses were able to show how many of these factors inter-related with each other in an integrated evaluative answer. However, many candidates spent too much time putting the situation in Palestine into context describing the events since World War 1 or describing the attack on the King David Hotel in great detail.

There were many strong responses to **Question 12** showing impressive chronological knowledge with clear focus on the given factor. Most candidates followed a chronological approach, analysing the success of the Israelis in the various conflict with reference to Arab divisions in comparison to other factors, such as Israeli military preparedness and the influence of other powers. Some candidates were able to reference the wider influence of Arab nationalist aspirations in the 1950s and 1960s whilst others suggested that the Israeli's were not always successful with specific references to the Suez Crisis or the Yom Kippur War. A few candidates confused the chronology or ignored the given factor in favour of other factors thus creating an imbalanced and unfocused answer.

#### **F7 From Second Reich to Third Reich: Germany, 1918-45**

**Question 13** was a very popular question and the majority of candidates were clearly prepared. Most were able to respond successfully to the focus of the question, identifying relevant traits of propaganda such as the use of technology and the 'catch-all' appeal as well as the role of Goebbels. Many identified Hitler's abilities as an alternative factor, with a smaller amount drawing on the charismatic leadership argument as propaganda or electioneering in its own right. Electioneering was generally tackled less well; either ignored all together in a small amount of cases, or with relevant but generalised points. Those that tackled this aspect of the question well tended to refer to recent election results, the shift to democratic/legal methods and the use of intimidation. Some answers drew on the significance of the Reichstag Fire and the effective elimination of KPD opposition. The majority were able to provide a range of alternative factors, including the Depression, the Weimar governments and the role of elites. A pleasing amount of candidates were able to draw links between the arguments, arguing how a combination of factors helped explain the increase in support, or the effective way in which the Nazis exploited the

Depression through the use of propaganda. Those that could access L5 were able to offer an integrated analysis and displayed a sustained and confident grasp of accurate subject knowledge.

**Question 14** produced a wide variety of responses. Most candidates displayed a general understanding of the question focus and made some attempt to consider the degree of success of economic policies to 1941. The broad aims of recovery and rearmament were outlined with methods considered with varying degrees of detail and some sort of judgement, either implicit or explicit, reached as to the extent to which economic policies were successful. Fewer responses were able to tackle the whole time frame in the question with confidence, identifying the relevant issues and considering the flaws of the war economy as well as relative successes in tackling unemployment and achieving autarchy. Most were able to identify the roles of Schacht and Goering. Unfortunately, a small yet significant minority of candidates lacked a clear understanding of what was meant by economic policy resulting in a number of Level 2 responses. Some of these chose to focus on social rather than economic policies (anti-Semitism being the most popular), with a smaller minority grasping the economic focus but tackling the Weimar years instead.

## 6HI01 Statistics

### Mark Ranges and Award of Grades

Paper	Maximum Mark (Raw)	Mean Mark	Standard Deviation
A	60	33.3	9.4
B	60	32.1	10.2
C	60	29.9	10.4
D	60	30.5	9.6
E	60	32.5	10.2
F	60	31.6	10.0

#### Paper A

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	44	39	34	29	24
Uniform boundary mark	100	80	70	60	50	40
% Candidates		11.8	29.1	52.5	72.8	85.2

#### Paper B

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	41	36	31	26	22
Uniform boundary mark	100	80	70	60	50	40
% Candidates		20.4	38.9	59.3	72.2	85.2

#### Paper C

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	44	38	32	26	21
Uniform boundary mark	100	80	70	60	50	40
% Candidates		11.2	25.8	46.1	69.7	80.9

#### Paper D

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	41	36	31	27	23
Uniform boundary mark	100	80	70	60	50	40
% Candidates		14.5	31.4	51.9	68.5	80.9

## Paper E

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	45	39	33	28	23
Uniform boundary mark	100	80	70	60	50	40
% Candidates		10.2	32.0	51.9	70.9	83.0

## Paper F

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	45	39	33	28	23
Uniform boundary mark	100	80	70	60	50	40
% Candidates		11.6	27.5	47.5	65.7	79.7

## Advanced Subsidiary/Advanced UMS grade boundaries

	Max. Mark	A	B	C	D	E
Advanced Subsidiary	200	160	140	120	100	80
Advanced	400	320	280	240	200	160



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