

Mark Scheme (Results)

January 2012

GCE History (6HI01) Paper E

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at [www.edexcel.com](http://www.edexcel.com). For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at [www.btec.co.uk](http://www.btec.co.uk).

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Pearson about Edexcel qualifications on our dedicated History telephone line: 0844 576 0034

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2012

Publications Code US030591

All the material in this publication is copyright

© Pearson Education Ltd 2012

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## **GCE History Marking Guidance**

### **Marking of Questions: Levels of Response**

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

### **Deciding on the Mark Point Within a Level**

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4 would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

### **Assessing Quality of Written Communication**

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

## Unit 1: Generic Level Descriptors

Target: AO1a and AO1b (13%)

(30 marks)

Essay - to present historical explanations and reach a judgement.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 1: 3-4 marks</b> As per descriptor</p> <p><b>High Level 1: 5-6 marks</b> The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far.</p> <p><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 2: 9-10 marks</b> As per descriptor</p> <p><b>High Level 2: 11-12 marks</b> The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>

3	13-18	<p>Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate but it may lack depth and/or reference to the given factor.</p> <p><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b> As per descriptor</p> <p><b>High Level 3: 17-18 marks</b> The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b> As per descriptor</p> <p><b>High Level 4: 23-24 marks</b> The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>

<b>5</b>	<b>25-30</b>	<p>Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected which demonstrates some range and depth.</p> <p><b>Low Level 5: 25-26 marks</b> The qualities of Level 5 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 5: 27-28 marks</b> As per descriptor</p> <p><b>High Level 5: 29-30 marks</b> The qualities of Level 5 are securely displayed; material is convincing in range and depth consistent with Level 5.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.</p>
----------	--------------	--

*NB: The generic level descriptors may be subject to amendment in the light of operational experience.*

### **Note on Descriptors Relating to Communication**

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

### **Unit 1 Assessment Grid**

Question Number	AO1a and b Marks	Total marks for question
<b>Q (a) or (b)</b>	30	30
<b>Q (a) or (b)</b>	30	30
<b>Total Marks</b>	<b>60</b>	<b>60</b>
<b>% Weighting</b>	<b>25%</b>	<b>25%</b>

**E1 The Road to Unification: Italy, c1815-70**

Question Number	Indicative content	Mark
<b>1</b>	<p>The question is focused on the processes leading to closer unity in Italy, and requires an analysis of the reasons why Piedmont emerged as, and subsequently remained, the driving force towards closer unity in the years 1848-61. Answers should consider both the reasons for the emergence and the continuation of Piedmont as the driving force towards closer unity but do not have to consider them in equal measure; many candidates may suggest that Piedmont emerged as a force in the years 1848-52 whilst consolidating its position in the decade after this. Candidates may suggest that pre-1848 nationalist thinking and liberal developments in Piedmont allowed Piedmont to become the leading state in attempts to eject Austria from the Italian peninsula in the years 1848-52. The actions and words of Charles Albert, the failure of the Papacy to emerge as a unifying force, the desire of Venetia for union with Piedmont and the support of Louis Napoleon for an active Piedmontese challenge to Austrian power during these years may be considered as reasons for the emergence of Piedmont as a potential unifying force. Despite eventual failure in this early period, answers may suggest that Piedmont was able to remain the driving force over the next decade due to continued 'modernisation', in both politics and economics, under the stability of Victor Emmanuel II and Cavour, the lack of an alternative unifying force, Piedmont's diplomatic strengths and a loss of Austrian strength combined with Piedmontese expansion using plebiscites, force and Garibaldi's successes in the period 1859-61.</p> <p>A simple narrative will be marked within Level 1 and 2. Answers which begin to provide an explanation will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse the reasons for Piedmont's emergence and continued position in the move towards closer unity but the answer may lack balance. At Level 5 there will be some attempt to evaluate the relative significance of a number of factors which were influential. At higher levels some candidates may challenge the statement that Piedmont was 'the' driving force to 'closer unity' with reference to the contribution of external factors or Piedmontese expansionism.</p>	30



Question Number	Indicative content	Mark
2	<p>The question is focused on the nature of Italian unification and the extent to which Italy was completely unified by 1870. Many candidates may use the phrase 'completely unified' to refer to a variety of different issues affecting Italian unity, including territorial extent, government influence, and social, economic and cultural development within the peninsula. However, answers which refer exclusively to territorial, political or geographic extent may access all Levels. In considering the unification of Italy candidates may refer to the events leading to territorial and political unity, including the creation of the Kingdom of Italy under Victor Emmanuel, the efforts to gain Venetia and Rome subsequently, and the situation in 1870. In determining the extent to which unification was complete answers may consider the continued lack of territory such as Nice and Savoy, the position of the Papacy, the methods by which Italy was unified, for example, the use of plebiscites, the influence of Piedmont, the political unity of the new kingdom, the economic and social disparity between north and south and the lack of an 'Italian' identity and culture.</p> <p>A simple description of the process of unification or the position in 1870 will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the extent to which Italy was 'completely unified', though there may be passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material which supports an analysis of the extent to which Italian unification was complete. Answers at Level 5 will include some attempt to evaluate the extent, perhaps with reference to different aspects of unification, and will draw reasoned conclusions on the question. At the higher levels some candidates may suggest that the process led to Piedmontese expansion rather than the unification of Italy.</p>	30

## E2 The Unification of Germany, 1848-90

Question Number	Indicative content	Mark
<b>3</b>	<p>The question is focused on the reasons for the decline of Austria as the dominant German state by 1866 and the extent to which economic weakness was responsible for the failure. The military and diplomatic advantage which Austria maintained over Germany at Olmutz in 1850 had been eroded by 1866. When considering the role of economic weakness in this process, candidates may refer to natural disadvantages in material resources and access to transportation, particularly in comparison with Prussia, the inability of Austria to establish economic leadership of Germany with the rejection of Austrian attempts to create a central European economic union in 1852 and their exclusion from the Zollverein in 1865, and the breakdown of the 'Holy Alliance' with Russia in the 1850s due to Austrian inability to repay Russian debts. Candidates may suggest that, in comparison, Prussia's economic advantages allowed Prussia to develop both the military and diplomatic strength to overturn Austria's position resulting in military defeat in 1866 and subsequent political exclusion from Germany. To establish 'extent', candidates may consider other factors, such as the legacy of the 1848 revolutions, the loss of Metternich, Prussian military, diplomatic and political development, the role of Bismarck and the role of war. Candidates may also consider the role of different factors over time.</p> <p>A simple description of some of these features will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the reasons for Austrian failure to maintain dominance, though there may be passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material which supports an analysis of the extent to which economic weakness was responsible for Austrian decline. Answers at Level 5 will include some attempt to evaluate the role of economic weakness in Austrian failure, and will draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
4	<p>The question is focused on the aims and implementation of Bismarck's policies in the years 1871-90, and requires an assessment of the extent to which his policies encouraged greater German national identity. In reference to attempts to encourage greater German national identity candidates may address political issues, such as the constitution of the German empire, the introduction of universal manhood suffrage, Bismarck's alliance with the National Liberals in the 1870s, combined with his policy of Kulturkampf and 'state socialism' in the 1880s. Answers may also refer to economic, financial and administrative policies including unified currency, banking and tariff reforms, legal codification of civil law, government support for industry, free trade policies in the 1870s and protectionism following the Great Depression in the 1880s. Some candidates may refer to Bismarck's attempts to increase German prestige through diplomacy and alliances in Europe and with particular reference to the beginnings of a German colonial policy. To establish the extent to which his policies encouraged greater national identity candidates may refer to the relative success of different policies, the divisions within the newly created German empire and/or the extent to which German identity became more established over time. Answers may refer to the federal nature of the German constitution, Prussian and conservative dominance in the aims and objectives of Bismarck's policies, both political and economic, and the divisive effects of Bismarck's policies of Kulturkampf and anti-socialism. There were few symbols of national identity established before Bismarck's fall from power, for example, it was not until 1892 that a national anthem was employed and some candidates may suggest that his tendency to identify national 'enemies' such as Catholics and Socialists only added to divisions.</p> <p>A simple description of some of these policies will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the creation of a national identity, though there may be passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material which supports an analysis of the extent to which Bismarck's policies encouraged national identity. Answers at Level 5 will include some attempt to evaluate the extent, perhaps with reference to greater success in economic and foreign policy than in political developments, and will draw reasoned conclusions on the question.</p>	30

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

Question Number	Indicative content	Mark
<b>5</b>	<p>The question is focused on Giolittism, and requires an evaluation of the success with which Giolitti's government dealt with the political instability within Italy in the years 1903-14. The Italian Liberal State suffered from political divisions, limited access to the franchise, corruption and economic under-development. In the years before 1903 these problems had combined to create economic and social discontent and political instability. Giolitti attempted to reform and modernise Italy during his periods in power as Prime Minister. He attempted to broaden support for Liberalism by appealing to traditionally hostile groups, such as Catholics and the working-class, creating a grand <i>Trasformismo</i>. Giolitti gave concessions to trade unions, promised social reform and gained the limited support of the Papacy. Government promoted economic and financial development with greatest growth occurring in northern Italy, especially the motor car industry, but also attempted to develop the economy of the south. Moderate support elected Giolitti in 1909 and 1911 but political divisions still existed and in the years before 1914 appear to grow further. Giolitti's reforms and conciliation, including the introduction of universal male suffrage in 1911, alienated Socialists, conservatives and his own Liberal support with the growing prosperity in the north leading to industrial discontent and under-development in the south. Attempts to win nationalist support through war with the Ottoman Empire in 1911 led to the acquisition of Libya in 1912 but its cost led to a suspension of promised social reforms.</p> <p>A simple description of some of these features will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the success of Giolitti's policies, though there may be passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material which supports an analysis of the extent to which 'political stability' was achieved. Answers at Level 5 will include some attempt to evaluate success in these areas, and will draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
6	<p>The question is focused on the consolidation of Fascist power in Italy in the years 1922-29, and requires an evaluation of the extent to which this was mainly due to the use of force and intimidation. Candidates may concentrate on the period 1922-25 but candidates should be aware of developments up to 1929, with possible reference to the establishment of corporatist policies, further repression of political activity, the initiation of populist economic and social policies and the Lateran Pacts with the Vatican in 1929. In considering force and intimidation candidates may refer to Fascist Party (PNF) activity against rival groups, the events of the March on Rome, the creation of the national militia (MVSN) in December 1922 and their role in the April elections of 1924, political intimidation surrounding the Acerbo Law of July 1923, the murder of Matteotti in June 1924 and continued intimidation of political and social groups, ranging from trade unions to youth groups, in the years after 1925. Some candidates may refer to the growth in confidence surrounding the force and intimidation used in the international arena during the Corfu Incident in 1923. To evaluate the extent to which force and intimidation were used to consolidate Fascist power, answers may refer to other factors, such as Mussolini's working relationship with the traditional Italian elite, such as the King and Liberal politicians, growing support from the Catholic Church, the use of propaganda, the creation of a corporatist state, the introduction of popular policies and Mussolini's popularity. At the higher Levels candidates may distinguish between the role of force and intimidation or refer to changing influences over time.</p> <p>A simple descriptive outline of some factors will be marked within Level 1 and 2, and progression will depend on relevance and range of accurate material. At Level 3 candidates will attempt to explain the consolidation of power, though there may be passages of free-standing narrative. At Level 4 answers will offer reasonable range and depth of accurate material, and will attempt an analytical focus. At Level 5 will be an attempt to evaluate the significance of relevant factors, and to draw secure conclusions on the question.</p>	30

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

Question Number	Indicative content	Mark
<b>7</b>	<p>The question is focused on the causes of the civil war in Spain in 1936, and requires an analysis of the extent to which the election of the Popular Front government was responsible for the outbreak of the civil war. In considering the role of the election of the Popular Front government, candidates might suggest that the victory of this alliance of left-wing political groups increased the long-term divisions and problems created by the creation of the Republic in 1931, leading to the attempted military coup in July 1936 and the subsequent outbreak of war. Answers might refer to the exacerbation of disagreements between left and right, the apparent determination of some army officers to overthrow the government from the Spring of 1936, and continued divisions amongst the Left, particularly the refusal of the Socialists to join the government, leading to demands for greater social and economic reforms from workers and peasants. This breakdown in law and order, the failure of the government to tackle the problem and the murder of the politician Calvo Sotelo resulted in an army-led rising in Morocco, which although it attempted to create a counter-revolution led to divided control of Spain and resulted in civil war. To evaluate the extent to which the election was responsible for the civil war candidates might compare the given factor with other factors or suggest the primacy of a different factor. Answers might refer to the importance of the longer term factors which led to the failures of the Popular Front government, such as the reaction of conservative forces to republican government, the role of the Army, divisions within left-wing politics and a lack of popular support for the Republic. Candidates might also suggest that although the election of the Popular Front government led to a counter-revolution it was the failure of the military coup to establish control that ultimately led to the outbreak of a civil war between the left and right in Spain.</p> <p>A simple description of events leading to the civil war will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the election of the Popular Front government, though there may be passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material which supports an analysis of the extent to which the election was responsible. Answers at Level 5 will include some attempt to evaluate, and will draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
8	<p>The question is focused on the relationship between the Catholic Church and Franco's regime, and the extent to which the attitude of the Catholic Church changed during the years 1939-75. The Catholic Church was one of the main bulwarks of conservatism in Spain in the years before 1939, generally supporting Franco and the Nationalists in response to the anti-clerical reforms of left-wing republicans and regarding the war as a 'crusade' against Communist influence. In the years 1939-53 the relationship between Franco and the Church seemed to strengthen. Apart from Basque priests, the Spanish clergy, led by the Archbishop of Toledo, were mainly supportive despite the brutality of the 1939-45 period. With the decline of the Falange in the post-war years the Church took a leading role in Franco's consolidation of power, with privileges restored, control of most of the education system, and influence over censorship, social policy and political appointments. Pope Pius XI recognised the Nationalist government in August 1937 but was reluctant to give more official support due to Franco's ties to the Axis powers and it was not until 1953 that a Concordat was signed with the Vatican. Although the Spanish bishops remained highly supportive of National-Catholicism, attitudes changed from c.1959 onwards. Many of the technocrats who began to administer changes in Spain from the late 1950s had connections to Opus Dei, worker-priests supported labour reforms and the Second Vatican Council (1962-5) of Pope John XXIII led to calls for greater 'liberalisation'. As opposition to Franco began to emerge from the late 1960s, the clergy began to support calls for reform in the Catholic press and actively to oppose repressive policies. In 1969 a dispute arose between Franco and the Pope over the appointment of bishops, in 1971 the Spanish clergy publicly acknowledged its partisanship in the Civil War and in 1973 the Spanish bishops voted to separate Church and State. Support for a more conservative form of government remained throughout with support for the restitution of the monarchy in 1975.</p> <p>A simple descriptive outline will be marked within Level 1 and 2, and progression will depend on relevance and range of accurate material. Answers which begin to address the nature of change will access Level 3, though there may be some sections of narrative material. At Level 4 there will be an explicit attempt to analyse the extent of change, though the answer may lack balance. At Level 5 there will be some attempt to evaluate the nature and extent of both change and continuity over the period.</p>	30

**E5 Germany Divided and Reunited, 1945-91**

Question Number	Indicative content	Mark
<b>9</b>	<p>The question focuses on the improvement in relations between West and East Germany in the years 1969-79, and requires an analysis of the extent to which Willy Brandt was responsible for the improvement. In considering the role of Brandt, answers may refer to the gradual application of <i>Ostpolitik</i> through rapprochement including Brandt's apparent acknowledgement of the division of Germany in Moscow in 1970, his visit to East Germany in March 1970, the agreements leading to the Basic Treaty in 1972, the granting of loans and the creation of increased economic, communication and sporting links. Candidates may suggest that despite Brandt's resignation in 1974 his <i>Ostpolitik</i> legacy continued in subsequent years. To establish the extent of responsibility candidates may refer to other factors such as the external influence of detente in the Cold War, the relative strength of West Germany economically, the willingness of the new East German leader, Honecker, to develop relationships between two 'separate' states, and the roles Schmidt and Genscher after 1974. Some candidates at the higher Levels might suggest that improvement in relations were not as great as suggested and/or that despite initial improvements by 1979 relations had begun to cool.</p> <p>A simple description of some of these features will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the role of Brandt and/or other factors, though there may be passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material which supports an analysis of the extent to which Brandt was responsible for the improvement in relations. Answers at Level 5 will include some attempt to evaluate Brandt's responsibility, and will draw reasoned conclusions on the question.</p>	30



Question Number	Indicative content	Mark
10	<p>The question is focused on the reasons for the collapse of communism in East Germany in 1989, and requires an analysis of the extent to which this was due to the refusal of Honecker's government to introduce political reforms which might have defused opposition to communist rule. In considering the given factor, candidates might suggest that the refusal to introduce political reforms exacerbated the long-term political, social and economic problems associated with communist rule, defied Gorbachev's advice leading to the complete withdrawal of Soviet support and encouraged reform groups to increase opposition in the autumn of 1989. This, in turn, subsequently led to government inability to address protest, the resignation of Honecker, attempts belatedly to introduce reform, the fall of the Berlin Wall and the collapse communist government. To evaluate the extent to which the refusal to introduce reform was responsible for the collapse of communism candidates might compare the given factor with other factors or suggest the primacy of a different factor. Other factors might include long-term disenchantment with the political, economic and social policies of communist rule, the withdrawal of Soviet support from Gorbachev, events in other East European countries and the strength of popular opposition. Some answers might concentrate on the short-term reasons for the collapse in 1989, with reference to events such as the opening of the Hungarian border, the May local elections, reactions to Tiananmen Square, increased emigration, Gorbachev's visit to the 40<sup>th</sup> anniversary celebrations, Honecker's illness, the Leipzig demonstration, Honecker's resignation, Krenz's attempts at reform and the fall of the Berlin Wall.</p> <p>A simple description of some of these events will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the refusal to introduce reforms and/or other factors, though there may be passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material which supports an analysis of the extent to which the refusal was responsible for the collapse of communism. Answers at Level 5 will include some attempt to evaluate the given factor, and will draw reasoned conclusions on the question.</p>	30

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

Question Number	Indicative content	Mark
<b>11</b>	<p>The question is focused on the reasons for increasing instability in the Middle East in the years 1967-79, and requires an analysis of the extent to which the Israeli victory in the Six Day War was responsible. In considering the role of the comprehensive Israeli victory, candidates might suggest that both military defeat and the occupation of extensive Arab territory led to increased hostility from Arab countries eventually resulting in conflict with Egypt in 1968 and 1973, greater intervention from the Cold War powers and increasing Islamist influence. In particular, candidates may focus on the effects on the Palestinian question. Territorial conquest caused tensions within the occupied territories, the 'radicalisation' of the PLO and an increasing refugee crisis in surrounding Arab territories, such as Jordan and the Lebanon, further leading to terrorist activity and internal political instability in the Arab states. To evaluate the extent to which the Israeli victory was responsible for the increased instability candidates might compare the given factor with other factors, suggest the primacy of a different factor or consider changing influences over time. Other factors causing instability that might be considered include Cold War influences, the death of Nasser, Islamist versus secular politics, the influence of events in Iran, religious differences, including Shiite and Sunni divisions, and the Israeli-Egyptian peace negotiations 1973-79. Higher level answers may suggest that Israeli victory may have caused instability in some areas, such as Jordan and the Lebanon, but ultimately led to peace with Egypt.</p> <p>A simple description of events between 1967 and 1979 will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the role of the Israeli victory and/or other factors, though there may be passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material which supports an analysis of the extent to which the comprehensive victory was responsible for increasing instability. Answers at Level 5 will include some attempt to evaluate the given factor, and will draw reasoned conclusions on the question.</p>	30

Question Number	Indicative content	Mark
12	<p>The question is focused on the reasons for the growth of Islamic fundamentalism in the years 1979-2001, and the extent to which it was mainly motivated by the desire to remove Western influence from the Middle East and the Gulf region. In considering the desire to remove Western influence, candidates may refer to growing opposition to a variety of influences including secular, political and cultural interests and military intervention. Answers might refer to the religious reaction to Western support for Israel, the American role in Israeli-Egyptian and Israeli-Palestinian peace negotiations, Western military presence in the Gulf, particularly Saudi Arabia, the secularisation of society and Western military intervention in Kuwait in 1990-91 leading to the subsequent growth of Al-Qaida. To evaluate the extent to which the desire to remove Western influence was responsible for the growth in fundamentalism candidates might compare the given factor with other factors, suggest the primacy of a different factor or consider changing influences over time. Other factors that may be considered include the creation of an Islamist state in Iran post-1979, the reaction to the Israeli-Egyptian peace of 1979, the consequences of the Soviet invasion of Afghanistan in 1979, the decline of Arab nationalism, the growth of radical groups such as Hamas and Hizbollah, and the break-down of Palestinian peace negotiations in the 1990s.</p> <p>A simple narrative of events between 1979 and 2001 will be marked in Level 1 or 2, depending on the relevance and range of material offered. Answers at Level 3 will begin to address the desire to remove Western influences and/or other factors, though there may be passages of narrative or descriptive material. Level 4 answers will provide a range of relevant material which supports an analysis of the extent to which the desire was responsible for the growth of fundamentalism. Answers at Level 5 will include some attempt to evaluate the given factor, and will draw reasoned conclusions on the question.</p>	30

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code US030591 January 2012

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



Rewarding Learning