

Examiners' Report Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE In History (8HI0) Paper 2E

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Introduction

It was pleasing to see candidates able to engage effectively across the ability range in this, the fourth year of the reformed AS Level paper 2E which covers the options: : Mao's China, 1949-76 (2E.1) and The German Democratic Republic, 1949-90 (2E.2). The paper is divided into two sections. Section A contains a compulsory two-part question for the chosen Option studied, each part based on a different source and assessing source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting a variety of second order concepts - cause, consequence, change, continuity, similarity, difference and significance.

In common with the previous series, candidates found Section A more challenging than Section B. Some candidates were still not clear on what was meant by 'value' and 'weight' in the context of source analysis and evaluation. (Please note the guidance given in the Getting Started guide pp 31-34.) Performance in Section A was also affected by the absence of the historical knowledge base required to add contextual material to support/challenge points derived from the sources. Once again, many candidates were able to show understanding of the source material but did not identify, and therefore have an opportunity to develop, any valid inferences that could be made from the content of the source. Relevant and integrated contextual material to support/challenge points and inferences derived from the sources was also often absent. However, more candidates are aware that just stating what is not mentioned in the source is not valid without some justification for the author not referring to it. (It may be useful for centres to refer to the *Applying Criteria* resource that can be found in the Course Materials section on the Pearson Edexcel History GCE website.) A significant number of candidates also seem to just read the first few lines of each source which means that, in particular for Q(b), they do not interrogate the content of the source sufficiently well to reach the higher Levels.

In Section B, most responses had an analytical focus and there were very few that were wholly descriptive essays lacking in analysis and, for the most part, responses were soundly structured. However, many candidates do not discriminate when they are determining the extent to which factors or key issues contribute to the conceptual focus of the question. For example, it is not uncommon for all the paragraphs in the main body of an essay to start, 'The most significant reason for x is y' or 'Another most important factor is...'. Some candidates also begin every paragraph with the statement that 'x is the most significant factor to a limited extent'. Indeed, several candidates appear to have gone back to the essay after rereading it and inserted 'to a limited extent' for every factor they have discussed. This does not help the candidates to create a coherent argument or come to a reasoned judgment. It is not good

practice either for candidates to begin every paragraph in a response for both Section A and Section B with the sentence, 'It is a compelling argument to state that...'.

The most common weakness in Section B essays was a lack of knowledge. It is important to realise that Section A and Section B questions may be set from any part of any Key Topic, and, as a result, full coverage of the specification is enormously important. It should be noted that this is a Depth Study.

Most candidates used their time effectively and, although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions in both sections. The ability range was diverse, but the design of the paper allowed all abilities to be catered for.

This summer there was a worrying trend of candidates using the mark scheme and/or the indicative content structure as a scaffold or writing frame for writing responses. The wording of the mark scheme and the organisation of the indicative content is for the assessors to determine the skills that are seen and the knowledge that might be applied. The mark schemes are not designed as writing frames in which the candidates insert their understanding of the content, the provenance and their contextual knowledge. More often than not this approach limits candidate performance.

Also there was increase in the number of barely legible scripts seen this summer. While it is appreciated that few candidates write much outside of the educational environment and every effort is made to read individual candidate responses, illegible handwriting makes it very difficult for assessors to read responses with any flow and to determine the quality of the argument.

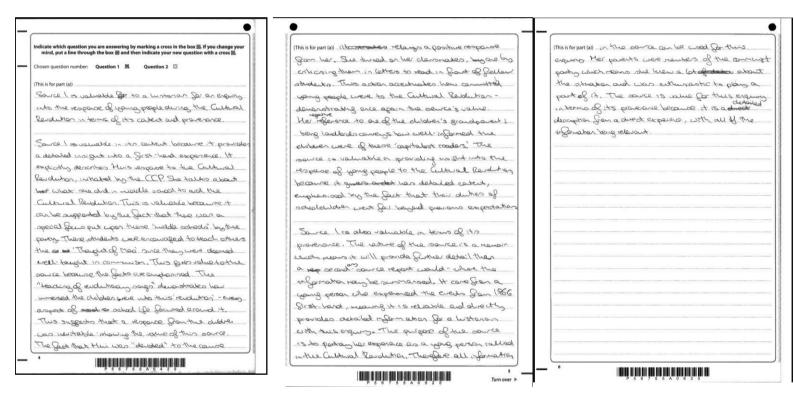
Candidate performance on individual questions for paper 2E is considered in the next section. Please note that it is recommended that centres look at a selection of Principal Examiner Reports from across the different routes of the paper to get an a overall sense of examiner feedback, centre approaches and candidate achievement.

8HI0_2E_Q01_a

Most candidates answered this question well and there were a significant number of good Level 3 responses. Most candidates understood the question and were able to comprehend the source and comment on what it revealed about the response of young people to the Cultural Revolution. There were some well-focused responses that drew out inferences about the extent to which young people were willing to criticise others in their devotion to Mao. The best answers developed the inferences with well-selected context to establish their validity. Some candidates were able to use their knowledge of the fanaticism of the Red Guard and the breakdown of social and familial ties to validate Yafe Hui's claims. However, it is important to remember that the response is being rewarded in relation to the enquiry focus

and some candidates used their knowledge to discuss the source in relation to the impact of the Cultural Revolution on education. Some candidates were able to show the value of the source by showing that it gave valuable evidence for a range of responses, for example, by acknowledging that it provided evidence that not all children were willing to conform. Some candidates were able to use the attributes of the source effectively to develop their ideas about the value of the source as a memoir of someone who had actively participated in the Cultural Revolution and was still willing to admit their devotion to the cause many years afterwards. Those candidates who discussed the limitations of the source could not be rewarded for that part of their answer as it is not the focus of part (a) responses. The discussion of limitations prevents candidates from developing further rewardable material in relation to value.

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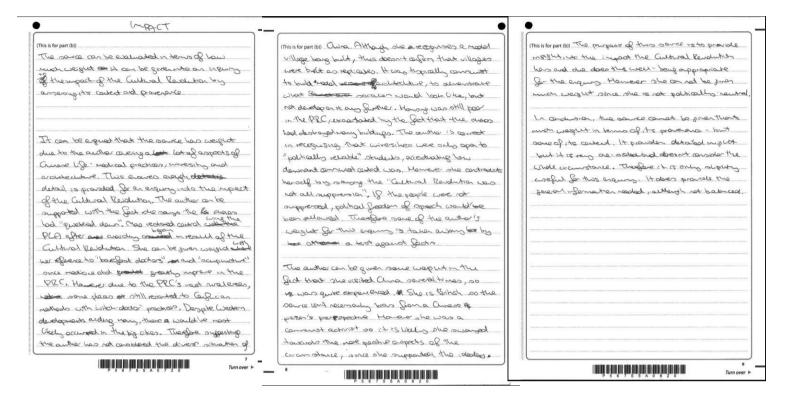


8HI0_2E_Q01_b

Candidates understood the source material and were able to select from it to develop some inferences about the impact of the Cultural Revolution on China. Many candidates were able to produce strong answers here and used the provenance of the source – Frida Knight – to question the reliability of the source. There were some effective answers that weighed up the

strengths and limitations of the source and used this as a basis to reach a judgement about the weight that should be attached to the source for the enquiry. Many candidates still approach the consideration of weight by writing about adding and subtracting weight rather than considering the strengths and weaknesses of the source material and then reaching a judgement about the weight that the source would bear in an enquiry. However, there were some excellent responses that integrated content, provenance and contextual knowledge to interrogate the source with regard to Knight's clearly favourable view of the impact of the Cultural Revolution. Candidates were able to use their knowledge of the events of the Cultural Revolution to challenge Knight's view. Some particularly good responses picked up on her references to 'things had quietened down' and 'no means 'all disaster", using contextual knowledge to make reasoned inferences that she clearly knew about some of the more negative aspects of the Cultural Revolution. When this was combined with information about Knight's Communist sympathies then a clear judgement on weight could be made. However, some responses were not selective in their use of contextual knowledge to challenge Knight's views. These responses either wrote discrete paragraphs about the Cultural Revolution and asserted that she was not telling the truth or chose indiscriminate knowledge to mention what Knight did not include even though she could not have seen them on this visit e.g. peasant life in the countryside. Also it was disappointing that many candidates were unable to interrogate the wealth of information provided by Knight because they concentrated on the 'barefoot doctors' mention in line 15 and barely addressed any other of the points made by Knight.

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Introduction

This is a Level 3 response for Q1(a) and a Level 4 response for Q1(b).

Examiner Comment

Both of the responses analyse the content of the sources to show understanding and make inferences, although Q1(b) is more concerned with distinguishing between information, claim and opinion than making reasoned inferences. In each case the candidate uses contextual knowledge and the provenance of the source to determine value in Q1(a) and weight in Q1(b).

Examiner Tip

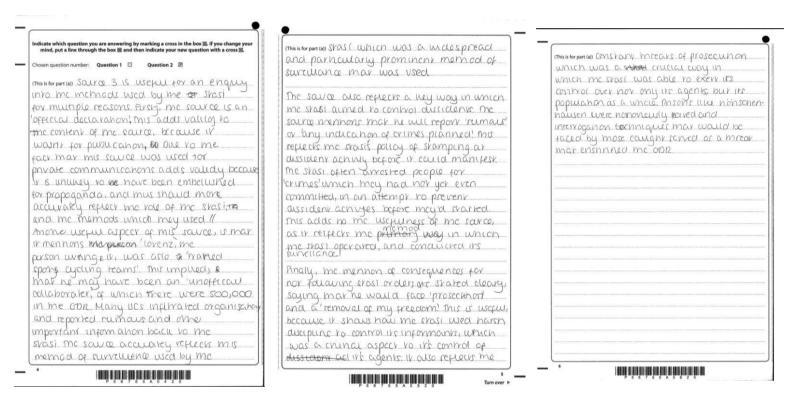
The (a) question asks the candidate to write about the value or usefulness of the source only. There is no reward within the mark scheme for a discussion of the limitations of the source.

8HI0_2E_Q02a

Candidates were able to understand the source and the focus on the enquiry into the methods used by the Stasi to control the population of the GDR. The most effective responses developed inferences from the source material and integrated the source with their knowledge of the Stasi. There were some effective comments on the value of the source based on the origin of the source as a formal Stasi document and so indicative or typical of the recruitment of informers. There was a lot of scope to make inferences from the source to

determine the different methods used by the Stasi and the pervasive fear that was engendered as a result, and to integrate this with contextual knowledge of the work of the Stasi. However, a significant number of candidates were unable to reach more that L2 for bullet point 3 in the mark scheme as they made judgements based on questionable assumptions. Many candidates did not comprehend that this was an official Stasi document and not a personal memoir in which Lorenz was recounting his own experience, while others suggested that the Stasi document may have been edited sometime afterwards. This does highlight the need for candidates to be aware of different types of documentary evidence and also of any evidence that might be specific to the Option being studied.

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8HI0_2E_Q02b

There were some good responses to this question in which candidates made effective use of the source and were able to develop valid reasons for attributing weight to it. However, in many cases, candidates did not engage with the provenance of the source and simply repeated it from the caption. The better responses were able to refer to the intention of the author to present the memories of his wife as authentically as he could using the content of the source to show that Alcoa's wife did not see everything as bad despite the poor living conditions. Most candidates were able to use contextual knowledge to illuminate the

strengths of the source with references to the shortage of consumer goods and the downturn in the economy in the 1980s. It was disappointing that many candidates did not interrogate the source beyond the mention of bananas in the very first sentence or the ability to buy a car (line 20). There was a wealth of evidence in the source that the candidates could have used to create a bigger picture of the overall strengths and weaknesses of the source content. As a result many candidates missed the opportunity to discuss the more positive memories recorded towards the end of the source and use their knowledge of the GDR's Social Contract policies. Centres should encourage candidates to read the source as a whole and interrogate more of the source content.

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(This is for part (b)) me GDN, one of unich being me lack of availably of consumer goods The sauce spesificary mennons 'banancs' as an example, menhoning how may caude only obtain one bannana per person' mis accurately reprocess me re al condunon experienced by people in me es many paric consumer sood, parnemen thur were lacking in me oph, of the as it had relatively few trading connections, primay me FRG and usen the lack of consumer goods is also accurately menhaned by me '10-12 year' waining wirk for cars similary, consumers could wait 6-12 your for me installation of a phone Tech goods were in parhaularly that supply in me orth, as its economy lacked me about to produce light industrial and tech goods me saves accurate depiction of access to consumer goods may acriscul adds weight to me source Addinonaly, me sauce cornecy auticles menhans me idea of me social contract, as it mentions may people were "generally happy; and herewihes were extremel cheap!

nis is for part (b)) This reflects me governments extensive social writtene programmes unich subsidused me prices of hesseanes, & including rent, which was only 41. of a persons mening wage. Amaigh many consumer goods weren't underly available, mey were cheap and affordable when mey were mis replected the idea of me Social convock; which guaranteed a bastic standard of wing for ar leach tacir support for me regime. Again mis horps to add to me weight of me scure, as it accurately depicts me unofficial policy of the months government tavaires unproving socious concupons in me 865 Anone where useful aspect of mis sauce is its accurate exploration of having conditions in mc one is mentions mar her name inad no bamtub or snaw, and mar water was heated by a stract. Many homes in me opr were inadequire and cached tacyes when me oper collapsed in 1991 it was found mar 34% of me having syckne preclated 198. 681 of nones cacued an indoor toller

(This is for part (b)) CLYC (LC) + Called Central Mearing This sauce accurately explores me having conditions in the opp in the 80s which again adds validy and weight to me save, as it nightights a prevalent social issue. overall, his sauce has a large amount of weight, despite its drowback of being a second haved a comprescence despite mar factor, the sauce does succeed in accurately parroying me social concliners of me one in me 1980s. It rouches on many my aspects, including the social contract, naving, con me avallabity of consume goods and various one items. Overall, mir sauce is accura precises and provides a useful an insightful acceing of social condinant during me penod

Examiner Comment

Both of the responses analyse the content of the sources to show understanding and to make inferences, although the Q1(a) response determines value more through the provenance of the source. The candidate understands that this is an official document and the insight that this can provide. The Q1(b) response mainly uses contextual knowledge to determine the accuracy of the evidence. The response integrates content, contextual knowledge and provenance to determine the weight to be given to the source through its strengths and weaknesses.

Examiner Tip

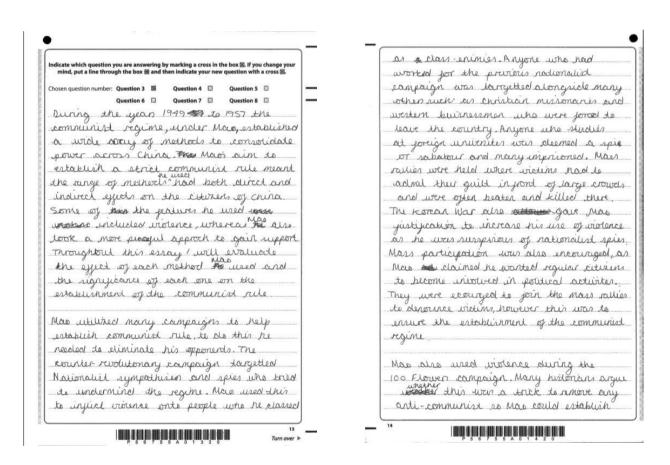
Responses to the (b) question are asked to assess the weight that can be given to the source. Candidates should assess the reliability of the source in relation to its strengths and weaknesses as a source of evidence for an historian. Always make sure that the responses are focused on the enquiry given in the question.

8HI0_2B_Q03

This was one of the most popular essay questions on the paper. Most candidates were aware that this question was focused on the establishment of Communist rule and were able to analyse the role of violence in the early years of Communist China. Candidates were able to

explain the role of violence within the process of establishing the proletarian revolution with many identifying its significance in land redistribution and the reunification campaigns. However, a significant number merely described the use of violence without analysing the ways in which violence enabled the Communists to establish their rule. Most candidates were able to establish relative significance by analysing the role of other factors such as the introduction of popular policies, particularly land redistribution, the use of propaganda and the initial 'moderate' stance of the Communist regime. Although many candidates were able to introduce other factors they often did not explore the relationships between the factors and so were unable to come to a reasoned judgement as to the relative significance of the use of violence in relation to, for example, popularity or propaganda. The best responses were able to show, rather than just state, that the establishment of Communist rule was a complex interaction of factors. These responses usually found that the use of violence and the fear that it brought was the factor binding everything together.

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the communist regime and trapped his grip on China. The Mass stated let 100 flower bloom the thick throughout as he realized he would need the neighbor intellectuals to build ching the a great aconomic power like the west However the jollowing criticism of the communical regine, and Mas penonally made her less to the Anti-communist campaign, where intellituals some were purged and deemed as enimies to the communist regione. This widly helped Mas establish the communist rule in china. To spead the the and site communist rule, the Reunijication campaign was introduced Mas attempted to use military joine to spread the commin rule to the peripheral regigns of china which included Tiwan, aungdorg Tiket and kingging This was out of par that they could be early influenced by the bordering countries. Monveyer inversion of Triver good were prevented by the Korean War. the Alteraction to Made In addition to Made ruthless and trotest campaign, he did use non-violent methods to establish

his control. The 1950's marriage law was nigo lona storadil glar at besuborbin support from women, it was one of the first pecies of legislation intoduced when the communists took power, at it ruled that, the women had equal legal rights and could me divone and own land, free will had to be required to marry and bride prices and child brides became illegal This insured that women supported the communish which helped them establish their rule shand room was also introduced which gained the communists popularity youn the pearants as land was redistributed to them from the landlords. In conclusion 1 strongly agree that violence was the most significant reason to which Mae established the communist rule in China Although Mas introduced reforms which helped gain support for the communists which helped them easily etablish their rule, the use of irolence was more significant as it inspired fear into any enimies of the communied party, as which led to uther loyalty to the CCP.

Examiner Comment

The response has identified and explained a variety of key issues related to the use of violence and other factors in establishing Communist rule. It explains the key issues rather than exploring and does not sufficiently analyse the relationships between the key features in the main body of the response to reach Level 4. The conclusion shows an attempt to show valid criteria for judgement with reference to the help that reforms gave to the establishment of Communist rule in relation to violence but the impact of violence in relation to other factors is not clearly demonstrated.

Examiner Tip

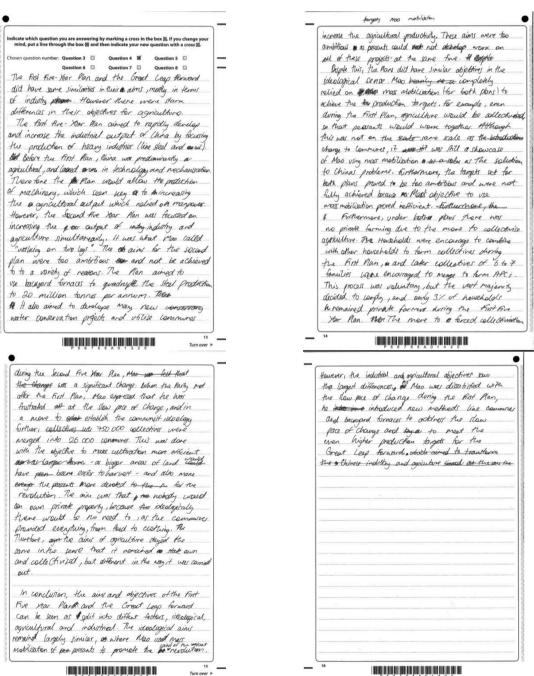
Level 3 responses describe and explain rather than exploring/discussing the relationship between the key issues/features and the focus of the question.

8HI0 2E Q04

This question was relatively popular and most candidates had reasonable knowledge of the aims and objectives of the First and Second Five Year Plans. Most candidates had a secure analytical focus on similarity and difference and were able to determine the extent to which the Plans were different from each other. Some candidate responses remained in L3 as they

were only able to describe or explain the different plans rather than trying to compare them. There were some excellent responses which were able to discuss both the practical similarities and differences and the changes in ideology as well. Candidates who directly compare and contrast are more likely to be able to analyse than those candidates who describe/explain each Plan separately and then state how different they are. Some candidates spent too much time discussing the successes and failures of the Plans. Most of these responses were not focussing directly on the question sufficiently but there were some candidates who were able to link successfully the outcome of the First Five Year Plan with the aims and objectives of the Second.

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Examiner Comment

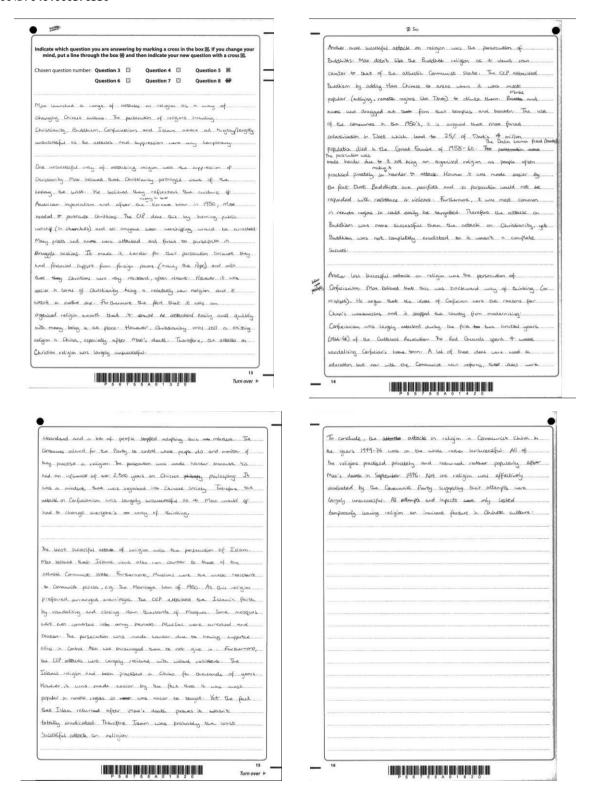
The response identifies key issues and explores the relationship between the key features of the economic plans rather than just explaining the aims and objectives and stating difference or similarity. There is an attempt to look at varying degrees of difference and similarity within the framework of industrial aims, agricultural objectives and ideological issues. It is worth noting that the Level 4 descriptors have limitations written into the mark scheme and so full marks can still be achieved with these limitations apparent. For example, sufficient knowledge is required to meet most and not all of the demands.

Examiner Tip

Make sure that the opening sentences of each paragraph develop the argument being made. Paragraphs that begin with the same sentence structure each time often lead to explanatory Level 3 answers rather than discursive and exploratory Level 4 responses.

8HI0_2E_Q05

The candidates who chose to do this question were well informed and, as a result, wrote responses that focused securely on success. Most candidates approached the question by looking at the experience of individual religions but others took a more thematic approach. Both of these approaches were able to achieve the higher Levels of the mark scheme. There was some interesting discussion of the extent to which the physical attack on religion might have met with some success but that, for many, religious practice continued in private and that Confucianist ideas of ancestor worship and attitudes towards family remained strong. Some responses suggested that the need to introduce the attacks on the 'four olds' during the Cultural Revolution was an indication of the failure of the early attacks on religious practices and ideas. At the lower Levels candidates tended to write descriptions of the attacks on different religions.



Examiner Comment

The response explores the extent to which attacks on religion in Communist China were successful by considering the experience of individual religions or traditions and determining relative success.

Examiner Tip

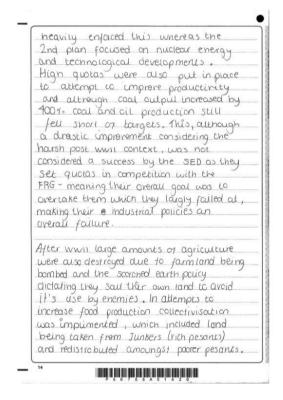
There is no set way to answer a question. Responses can reach Level 4 in more than one way. It is the level of analysis, depth of knowledge and the reference to criteria for judgement that will determine the Level.

8HI0_2E_Q06

This was a popular question in Section B for 2E.2. Most candidates were knowledgeable about the policies introduced by the SED government and were able to come to a judgment as to how successful they were. Only a few candidates confused the policies of the 1960s and 70s with the policies in the years 1949-61. Some candidates wrote interesting responses which analysed success in terms of both material success and ideological success. At the lower Levels candidates just described or explained the policies but most were able to judge success in relation to the economic growth of the state, industrial and agricultural output and the standard of living of the people.

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Although this was partially successful due to 1/2 all land being redistrubuled and the requisition from Junkers being popular amoungst the other perants; it must be seen as an overall failure as many pesants given land alan't know how to effectivity farm like Junkers, combined with a tack of machinery and live stock led to a 30% decrease in productivity and grainout put which triggered the introduction of rationing Therefore, collectivisation must be seen as less successful as despite high targets coal production still increased by 400% which then allowed the GDR to fuel further industrialisation - eventually replacing Poland as the USSR's main trading partner. In comparison agriculture declined by 30% (despite having popular aspects) which triggered rationing-effecting both living standards and industry as the workers were not preperly as indrished making agriculture a larger failure than industry. ani striki ini siriki ki ini siriki in

Living Standards were very important for the success of the GDR's economy was it influenced both the worker's and pesants productivity, however in the years 1949-61 living standards were greatly neglected. Workers had to endure long hours in hard manual jobs for little pay, and without enough food due to rationing triggered by the 30% decrease in grain output under collectivisation. Much like the incredibly high industrial targets that made the 400% increase in coal output a failure, Ulbricht ordered a 10% increase in productivity from builders without an increase in pay. This triggered the June 1953 uprising which started in one city but spread across the entire city - this wide spread protest shows how living standards were an economical failure due to how large scale the social discontent was. However, these failures were only triggered by the failures in industry (such as the high quotas) and in agriculture (buch as the decrease in food production triggering rationing). If these failures had not occured under the

Examiner Comment

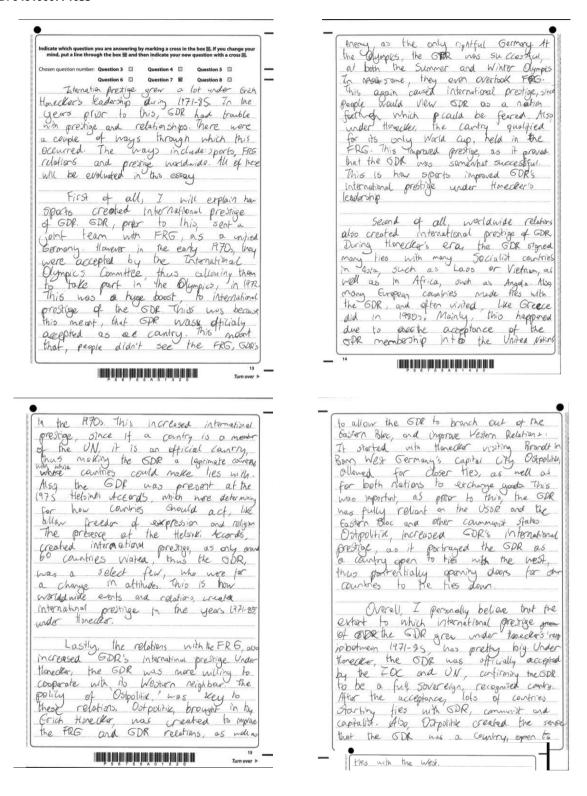
This good Level 4 response uses sufficient knowledge to analyse and explore the extent to which the economic policies of the GDR in the period 1949-61 were successful. The response looks at the period in relation to industry, agriculture and living standards with an understanding of the chronology. The response analyses the relationship between key features of the period before coming to a judgement.

Examiner Tip

Always make sure that sufficient knowledge is deployed to be able to support the argument being developed within the main body of the answer.

8HI0_2E_Q07

This was the least popular of the questions on the GDR but resulted in some very interesting responses. Candidates who chose this question tended to be knowledgeable about the ways in which Honecker sought to improve the international standing of the GDR. Most candidates focused on the sporting achievements of the GDR , *Ostpolitik* and the diplomatic status of the GDR. Some candidates were aware of the efforts made by the GDR to extend their profile in the developing world. There were some excellent responses which countered the apparent achievements with the reality of the human rights record of the GDR, the growing awareness of the drug dependency of GDR athletes and the lack of success in establishing relationships with western countries apart from the FRG.



Examiner Comment

The candidate has identified several key issues relevant to the focus of the question and has explained them in relation to the growth in international prestige. However, the response

does not show the relationship between the issues/features discussed and so this makes it difficult to explore the extent to which international prestige grew.

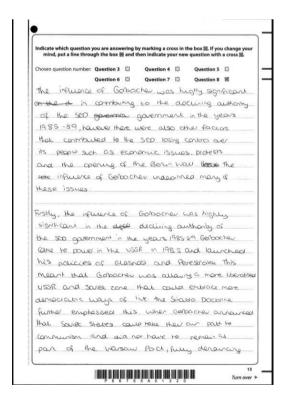
Examiner Tip

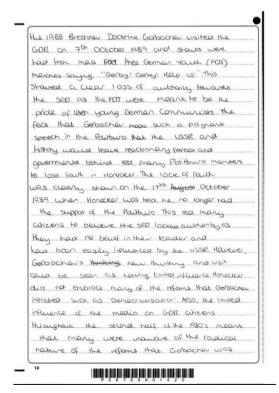
Candidates should consider a counter argument in order to establish extent or determine the degree to which they agree or disagree with a statement given.

8HI0_2E_Q08

This was a popular question but the responses were variable. Candidates chose to respond to the question either by analysing Gorbachev's significance as 'significant/less significant' or in relation to other significant factors such as SED intransigence, economic collapse and the growing protest movements within the GDR and the Soviet bloc. A significant number of candidates appear to have not read the time period accurately – 1985-89 – and assumed that this was similar to a question asked previously just about the year 1989. Most candidates were aware of Gorbachev's influence and were able to reference his political and economic reforms in the Soviet Union and the impact of his visit to the GDR in 1989 but many candidates struggled to develop analysis in relation to his role. The best responses were those that considered Gorbachev's role in relation to the unwillingness of the SED government to adapt to a changing world and the economic decline of the GDR.

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brying to introduce in the sostern Bloc Overall the influence of Gerbochells visit and policies were trighty. Significant as in led to increased belief that the sco was no larger in pawer and lead to the dismissal of Horacles which means that the GDR locked strang leadership.

F Another factor that was significant in combining to the decurring authority of the GOR was the opening of the Berlin Way. The Berlin Way had been installed on the 13th August 1961 and many GOR citizens had leant to accept it and believed that the wan would always be in place However on the night of the 9th November 1989 a draft was issued to the Interior Ministry which says gave the impression that the border would be opened with immediate effect. This was not the case havever, but schwab had already arranced at 1030pm that the border would open By 1130 thousands a people were which so by the borders believing they would not need a visa or passpor to enter the West, At 11:30 the border guards insisted they had to open the bojder as a crawa control measure. The war was opened and as many historian have

mi tinin in in

15

discribed it the biggest street Party in that history engued to yever the way was not formally opened until November 12th. Thre opening of the wave and the misleading information led many cinzens to believe that the SOD no larger had a clear plan for the future of Born or the whole or the GOR leading to increased opposition. Despite the nan being a significant factor it could not have occured without the influence of Goldachow the fact that thurgary had opened ts boders and many Bautic Haves had arranced their independence may soviet control magnitude way solo was deemed redundant The influence of Garbacreu's ideology both in the USSR and GOR lead to the SCO losing significent donnance averau, the collapse of the Bern wan was a significant factor however it would at have helped contribute to the declining authority of the SCD SO antickly without Gerbacheu's reforms.

A further fact their helps explain the declining authorized the sec in the years 1985-39 was the protests there were made protests about the situation in the GOR especially interpropalations the course for mass demonstrations.

especially in 1989 where they become a region egular occurrence on a Monday evening This weakened safet authority as it showed that they were no longer engineering a some of national identity. On 8th October 1989 Grich Meilka (head of the stasi) issued a shoot-to-kill policy for the Monday's protest However the provest of 70,000 people on the 9th was peoceful and the Stori barely attempted to stop the protestors This showed the doctring authory of the seo as the Stasi were no longer any obeying government orders However, the protests were not always about the soo and communish and the authorby's faired to recognise this bots of groups of people were protesting such as the Christians who worked better rights of washin and the GDR green party who worked to raise the issues of that were affecting the environment. This suggests have the score authority had not been weakened to an ext in irrepairable state Overall, protests did affect the authority of the soo in a regative way but were not as significant as other features.

Frally, the economic crisis of the 1980s had an sign impact on the authority of the 500

gavenment By 1989 the GDP award the USSR a total or & 23 billion roubles and the loss of user supplies of all was having a significant impact on the economy this lead to growing wishoust in the government as citizens thea to ocheve better standards of living but were hindered by the economic issues thanever, the ecosmic crises which contributed to the SCD losing couthonby can not have Occurred whent Gerbocher and the USSR The continued membership of COMECON which was dominated by the USSR means that the GOR los many of its economic goods to other courses therefore many people thought the see was not putting it it's own carry was the GOR had a lack of healthcare (such as any having sor, of comment needed for successful hear surgery) and the deciries growing housing chisis overall, economic Issues led to growing mismust in the order havards the sep and therefore limited the Influence that the 500 had over its people.

To concurae the influence of Gorbocheu on the declining authority of the SCO government in the years 1985-89 was the most significant fever

Both Golbacheus policies and his state visits mant that many chices including loyal connums is such as the HOT in longer musted the soo's governoce and wonted to resor a bother economic standard and have greater levels of freedom. The influence of Gerbacheu was a direct cause of the collapse of the Waw and protests. Therefore, Gerbacheus reforms halped to fatally indomine and leaffer the causing authory of the SOD in this period and ultimately led to the clausfer of the communist regime in the GOR.

Turn

17 Turn over ▶

Examiner Comment

The significance of Gorbachev in the declining authority of the SED government across the period of the question is considered along with other features. Key issues with regard to impact are developed and the relative significance of both Gorbachev and other factors are explored. The inter-relationships between the key issues/features are brought together in the conclusion.

Examiner Tip

It is very important to consider the given factor or key issue in sufficient detail to be able to explore the conceptual focus of the question and to reach a supported judgement.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

Section A

Value of Source Question (1(a)/2(a))

- Candidates must be more prepared to make valid inferences rather than to paraphrase the source
- Be prepared to support inferences by adding additional contextual knowledge from beyond the source or make reasoned inferences using contextual knowledge
- Move beyond stereotypical approaches to the nature/purpose and authorship of the source eg look at the specific stance and/or purpose of the author
- Avoid writing about the deficiencies of the source when assessing its value to the enquiry. The (a) response is only assessing value. Weight of Source Question (1(b)/2(b))
- Candidates should be prepared to assess the weight of the source for an enquiry by being aware that the author is writing for a specific audience and be aware of the values and concerns of that audience
- In assessing weight, candidates should consider the use of contextual knowledge to support/challenge statements and claims made in the source
- Try to distinguish between fact and opinion by using your contextual knowledge of the period
- In coming to a judgement about the nature/purpose of the source, take account of the weight you may be able to give to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps deliberately omitted from the source. However, simply stating that a source is limited because it does not cover certain events or developments does not establish weight since no source can be comprehensive.

Section B

Essay questions

- Candidates must provide more factual details as evidence. Weaker responses lacked depth and sometimes range
- Take a few minutes to plan your answer before you begin to write your response
- Pick out three or four key issues and then provide an analysis of the issues in relation to the given focus, setting its importance against the other issues rather than providing a description or explanation of the key features of the period
- The given focus needs to be analysed sufficiently in order for a judgement to reached
- Pay more careful attention to key phrases in the question when analysing and use them to prevent deviation from the central issues and concepts
- Try to explore links between issues to make the structure flow more logically and the arguments more integrated.