

# Examiners' Report January 2013

GCSE History 5HA01 01

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## Introduction

Once again, examiners reported that candidates coped well with the demands of the paper and that the overall standard of responses was most pleasing. The majority of candidates finished in the prescribed time indicating, as in previous series, that the allotted duration is adequate.

It is pleasing to note that the issue of volume in the (a) questions has been settled. The recommendation of previous reports that one or two sentences will suffice to gain a Level 2 mark has been acted upon. Again, examiners noted not only a more measured approach to these questions but also more focused responses.

The approach to individual sub-questions is considered in the reports on each separate item. Examples are provided for each sub-question. Please note that on occasions, part answers are given as exemplification. A general summary of areas for improvement in the approach to some of the question types (which are common across the six options) may prove of benefit to centres. It is important for teachers to look at responses for all options in order to consider the paper as a whole. For example, two full essays are included in the examples for Q6c in order to exemplify sound Level 3 answers.

- The point above concerning (a) questions is welcome and it is hoped that responses continue to improve in the coming series.
- In (b) questions, candidates need to discuss **two** points **only** to move to the top of Level 2. This change in the mark scheme was mentioned in the last two reports. There were some candidates who still set out the response to include three developed statements and had achieved maximum marks at the end of the second. Thus time was wasted. It is hoped that all centres will be aware of the change for June 2013.
- As has been pointed out in previous series' reports, candidates should be aware that (c) questions will always be centred on causation. Therefore, key causal words should feature in any response. Candidates still drift too readily into a narrative and thus do not focus sharply on the demands of the question.
- The point made in previous reports about (c) questions still applies, namely that to reach Level 3, candidates need to prioritise and/or link causes. There continues to be improvement in this area but many candidates still assert links and prioritisation. Many of those who met the criteria for Level 3 did so with some sophistication.
- If dates and names are given in a question, they are there for guidance and should act as a trigger for recall. Some candidates ignored the dates/confused names and included material that was irrelevant to the question. There was some confusion with Nagy-Dubcek, Khrushchev-Gorbachev, Berlin in all its temporal appearances and the ubiquity of Stalin as the eternal leader of the USSR.

## Question 1(a)

This question proved unproblematic for most candidates. Good answers developed the idea of the navy supporting German colonial ambitions, often using the term 'place in the sun'. Competition with Britain was frequently cited. There was some confusion over who launched the Dreadnought class first and some answers elided into a description of the naval race rather than giving a reason why the Germans began to build battleships.

One reason Germany began to build battleships in the early twentieth century was because the Kaiser wanted an empire for Germany and to achieve this he would need a strong navy. The Kaiser expressed his desire for having an empire when he said Germany needed its place in the sun.



**ResultsPlus**  
examiner comment

The candidate has made the point linking the German desire for an empire with enlarging the navy and adds additional support by mentioning the Kaiser and the empire. This was placed at Level 2.



**ResultsPlus**  
examiner tip

It is important to make a point and expand on it in the (a) question.

Germany began to build battleships in the early twentieth century because they wanted to expand their navy and their sea power. As well as this, they had an arms race with Britain ~~or~~ as to who could build the most dreadnaughts. Germany wanted to build a bigger navy than Britain.



**ResultsPlus**  
examiner comment

This response focuses on competition with Britain and brings in the arms race as development. Hence, this moves to Level 2.



Remember. You need to make the point and amplify it to move to Level 2.

### Question 1 (b)(i)

Very few confused the second Moroccan Crisis with the first and most were able to offer valid features in terms of how it affected the relationship between Britain and Germany. Many could show how it strengthened the Entente Cordiale to the detriment of Germany. It was pleasing to see that very few simply discussed the relationship between Britain and Germany out of question context.

### Question 1 (b)(ii)

This must be one of the best known assassinations in history and lots of generally accurate detail was displayed. Most candidates understood the assassination within the context of Austrian–Serbian rivalry and could discuss this as a feature. Many, naturally, were able to offer sound accounts of the day's events.

In Sarajevo, the ~~duke~~ duke Franz Ferdinand and his wife Sophie were meant to be visiting Sarajevo. They rode around the town to greet the people. At this time, a terrorist group called 'the black hand' was plotting to assassinate the duke. They tried to do it and failed. The last member Princip saw the opportunity and shot the duke and his wife because he ~~was~~ car that the duke was in took the wrong turn and ~~ended~~ they ended up being killed.



The response looked not only at the assassination but then moved to its consequences. The response offered two developed statements. The first paragraph placed this at mid-level because it discusses the visit, the gang, the failed attempt and then Princip. A Level 2 mark was awarded.



**ResultsPlus**  
examiner tip

Only two developed statements are now required to reach the top of the level.

The key features of the relationship between Britain and Germany were that there was major mistrust between both countries because Germany sending a gunship to Morocco to scare the French into submission of Morocco would allow Germany to take control of it. Although Britain taking ~~this~~ this as aggressive said if Germany ~~doesn't~~ doesn't back down Britain would declare war. This caused their relationship to be of ~~a~~ major mistrust.



**ResultsPlus**  
examiner comment

This response moved to Level 2. It discusses the mistrust, the gunboat, the issue of France in Morocco and Britain's aggressive reaction. There is much in this response and if expanded it would have been clearly top of the level.

### Question 1(c)

Examiners were impressed with the knowledge that candidates displayed. Many were able to explain the tensions between the countries of Balkans and also how this impacted on the Great Powers, not only with Austria-Hungary and Russia but also Britain, France and Germany. Occasionally, there was a lack of precision between Serbs and Slavs and some mention in weaker scripts that Serbia, Greece and Bulgaria were trying to win their independence from Turkey in 1912/13.



There were several crises in the Balkans in the years 1908-13 for several reasons. First, the Ottoman (Turkish) empire had controlled this area for several years. However the Ottoman empire was deteriorating and losing control of the Balkans. With no one power in control of the region it led to meant there could be several crisis.

This lack of control of control ~~of~~ created a power vacuum in the Balkans, ~~at~~ in which many countries were interested in replacing the Turks as the dominant power. Serbia wanted to become a dominant power as it wanted to form an independent greater Serbia. In which all slav people would live. Austria-Hungary wanted to become a dominant power as it did not want to see a rise in Serbian nationalism. This would threaten to break up the Habsberg empire as it was



**ResultsPlus**  
examiner comment

A reason is offered in the first paragraph and then it is linked to the unrest in the Balkans and discusses the power vacuum. The linking is clear and thus moved the answer to Level 3.

The following response looked at the Bosnian crisis and then the Balkan Wars.

The Bosnian Crisis was caused by Austria-Hungary's fears of Slav nationalism. Their empire contained many Slavs, and so a burst of nationalism would mean their empire would be unsettled. They had administered Bosnia Herzegovina when the Ottoman Empire was in ruin, but as the young Turks began to make reforms, Austria-Hungary decided to annex Bosnia permanently. This upset Russia and Serbia, both Slav countries, who objected to increase in Habsburg power, and made Serbia want to win their next conflict: the first Balkan war.



**ResultsPlus**  
examiner comment

There was sound analysis of the causes and some linking, explaining the Bosnian crisis then moving carefully to the Balkan Wars. A Level 3 mark was awarded.



**ResultsPlus**  
examiner tip

Try to indicate that reasons are linked and that in many instances one issue will lead to another. Such a response will move to Level 3.



## Question 2(a)

This question was answered well by many candidates. Most candidates recognised the core point that Wilson wanted an improvement of international relations, either by focusing on his 14 Points or by ensuring national self-determination. Equally, many candidates focused their answers on Wilson's efforts to ameliorate French claims on Germany.

One aim of Wilson at the Paris Peace Conference was self-determination, which was one of Wilson's 14 points. Self-determination was the idea that all nationalities are given their own country. For example, creating Poland by taking land from countries such as Germany.



**ResultsPlus**  
examiner comment

This made a point and developed it, thus reaching Level 2.

One of the aims of President Wilson was to join all the countries to make a League of Nations that would make decisions if there were a problem or squabbles between countries as this was in the 14 points that Wilson had written for peace.



**ResultsPlus**  
examiner comment

This offered a developed statement and secured Level 2.



**ResultsPlus**  
examiner tip

Always make a point and add some detail to it for a Level 2 response.

## Question 2(b)(i)

Comparatively few candidates actually wrote focussed answers on the organisation of the League of Nations but those who did tended to do so very well. Too many, however, produced generalised accounts of the League that discussed membership, lack of enforcement and sanctions. The nomenclature sometimes needed care – words such as Secretariat, for example, appeared unfamiliar to many candidates even when describing its work accurately enough. Occasionally, candidates said the International Court of Justice was the organisation which did the work of the Council. The question seemed to present problems for some candidates.

## Question 2(b)(ii)

This was generally very well understood and the vast majority of candidates were able to identify two valid features. Sometimes they went too far beyond the topic in terms of inflation, and the attempts of the Dawes and Young plans to stabilise the German economy, but overall a well-answered question with no obvious misunderstandings.

The following response was rather full and analysed all aspects of the League. It could have stopped after discussing the Assembly and Council and would have acquired maximum marks.

There was the security council, which met 5 times a year. Permanent members were Britain, France, Italy and Japan (Germany after 1926). Four temporary members were elected for a 3 year term each. This discussed security matters. The International Labour



**ResultsPlus**  
examiner comment

This offered a developed statement and had clear support. The material on the Council ensured Level 2.



**ResultsPlus**  
examiner tip

Remember that only two developed statements are required to reach the top of Level 2.

The first key feature of the occupation of the Ruhr was the fact that ~~Germany~~ France took it as payment for Germany not paying their reparations. As of the Treaty of Versailles Germany had to pay France 6.6 million in reparations for the damage caused by the war. By 1922 they had fallen behind in payments, so the Ruhr was taken from Germany as compensation.

Another key feature was Hyperinflation. Because of France taking all the goods from the Ruhr which forced shortages in Germany prices of everyday objects increased. To cope with this Germany printed more money.

This now meant that the currency was worthless and people lost their savings. E.g.

A loaf of bread that cost 4 marks in <sup>1919</sup>~~1922~~ now cost 1.5 million marks in 1923.



**ResultsPlus**  
examiner comment

This response was awarded maximum marks but offered three lengthy developed statements. There was good recall and development which moved the response to Level 2.



**ResultsPlus**  
examiner tip

Only two developed statements are required to reach maximum marks.

### **Question 2(c)**

The Treaty of Versailles is very well understood, even by weaker candidates and this question elicited some very good responses. Most outlined at least three terms of the Treaty of Versailles and gave details about what it meant for Germany. For a number of responses, there was an implied rather than specific explanation about why Germany disliked the treaty. Some responses made links between factors but on the whole students were able to prioritise more than make links. Some examiners did indicate that a number of candidates thought that Hitler was the leader of Germany at this time and discussed reactions in terms of what he thought rather than Germany. Knowledge of the terms was quite precise, although occasionally candidates did speak of lost lands, such as Alsace-Lorraine, as though they were overseas colonies. Overall, very few lost the question focus.

The following response was a soundly constructed essay that offered reasons, linked them and made judgements as the essay progressed.

There were many reasons that Germany ~~to~~ considered the treaty of Versailles too harsh, including having to accept war guilt, military and financial restrictions.

firstly, the Germans had been forced to accept sole war guilt. This was seen as particularly harsh because no country had ever had to admit they were the only ones responsible. Also, this was a shock to many Germans, who hadn't been told how they had fared in the war, and were not even convinced they had lost. This outrage increased when they learnt of the Military restrictions.



**ResultsPlus**  
examiner comment

This was awarded a Level 3 mark because it offered reasons, links and prioritisation.





## ResultsPlus

examiner tip

A candidate can always signpost to the examiner (and also to him/herself) the quantity of reasons being offered. Here the candidate does this. The last sentence of the paragraph then leads into the next reason.

The following essay offered reasons and judgement and was awarded a Level 3 mark.

~~Germany~~ The main reason they thought it was too harsh was the fact it was not based on Woodrow Wilson's 14 points and they didn't get invited. This was because if it had been based on Woodrow Wilson's 14 points and they had had a say in it ~~it~~ it would not have been as ~~some~~ leaving them with everything. These linked to the fact they were given the war guilt and such big reparations, therefore they thought it was too ~~much~~.



## ResultsPlus

examiner comment

Judgement was made in the body of the essay rather than at the end. Candidates generally tend to give a concluding paragraph which will give an analytical overview but often this emerges as the essay unfolds.

Here the candidate wrote well about the German disappointment to achieve Level 3.



## ResultsPlus

examiner tip

Ensure that reasons appear clearly and do not have to be disentangled from each other.



### Question 3(a)

There was some confusion in many responses to this question. Some candidates assumed that the occupation of the Rhineland was a territorial acquisition of the Reich and not remilitarisation of the western frontier of German territory. Some confused the area with the Ruhr and focused on the economic imperative. Those who avoided these errors developed their answer in the context of testing the League of Nations, consolidating the defence of their western borders against any French threats or meeting German domestic expectations of the fulfilment of the Nazi political programme. Many of the answers on these points were developed and achieved full marks.

The borders to the west of Germany were open to attack from the French; Hitler needed to station troops there to defend Germany from the war he knew was to happen.

and Britain



**ResultsPlus**  
examiner comment

This response explained the motive and mentioned the German fears and the probability of a future war to achieve Level 2.



**ResultsPlus**  
examiner tip

Remember to use contextual detail to explain the response.

Hitler ordered the reoccupation the Rhineland as it was a symbol of humiliation at the Treaty of Versailles. The treaty had forbidden troops in the Rhineland so France would be protected from an attack from Germany, but Hitler wanted to reverse the treaty.



**ResultsPlus**  
examiner comment

This response focused on Versailles and Hitler's wish to reverse it. An excellent answer that was awarded Level 2.

### Question 3(b)(i)

Germany's treaties with Italy and Japan appear not to be well known. While some responses were accurate, particularly in terms of the Anti-Comintern Pact, many were generalised, vague and confused. Some did confuse the chronology because they discussed agreements or treaties that were signed outside of the timeframe. Too many simply did not know anything about the treaties from the quality of their responses. A typical response would state that the countries wanted to help each other, with very little development.

### Question 3(b)(ii)

The Munich Conference is very well known and the vast majority of responses contained at least two clear features. Again, there was good focus. Many students approached this question from a narrative approach by explaining reasons for the conference, what happened at the conference and its consequences. Students used and understood specific terms such as Sudetenland and appeasement and could identify key figures involved. Occasionally, candidates wrote as though the conference discussed offered all of Czechoslovakia to Hitler rather than the Sudetenland, but generally the responses were precise and detailed. It appears that stronger candidates tackled this question rather than Q3(b)(i).

The second key feature is that Britain went to the conference with the policy of appeasement and were prepared to agree to Hitler's demands of the Sudetenland, as long as they didn't turn on Britain. Neville Chamberlain, Prime Minister at the time, believed the conference to be a successful one, as Hitler himself had signed an agreement never to go to war against Britain. Less than a year later, Germany and Britain were at war.



**ResultsPlus**  
examiner comment

This response signposted the features and there was a clear development, pushing this into Level 2.



**ResultsPlus**  
examiner tip

Signposting helps you to make sure your response does not go beyond what is required.

### Question 3 (c)

Many responses showed excellent knowledge of this crisis and why the League failed to solve it. Many placed it within the wider context and were able to have wide-ranging discussions about the distance from League-centred Europe, self-first policies of Britain and France and the weakness of trading embargoes without the participation of the USA. Weaker responses tended to discuss the shortcomings of the League without necessarily relating them to this particular crisis. The weakest confused this crisis with Abyssinia or inevitably blamed Hitler for the invasion of Manchuria. While it is true that Britain, France and the other members did not want to offend Japan, a fellow member of the Council, it would not be accurate to argue, as many did, that they wanted to dissuade Japan from any accord with Hitler's Germany over their handling of the Manchurian Crisis as Hitler had not of course come to power at this time. One minor point – Lytton's Enquiry was well known but the actual name of Lytton was not – a wide variety of names beginning with L and ending with N were offered.

Another reason why the league failed to solve this crisis was the fact that America was not part of the League, ~~so~~ and as America was the country Japan traded with most, economic sanctions ~~was~~ applied by the league would have no big effect on Japan. Japan now knew the league had no military power to attack and couldn't stop Japan's trade. Japan



**ResultsPlus**  
examiner comment

In this essay the candidate clearly delineated the reasons and offered judgement. A sound response that was awarded Level 3.



**ResultsPlus**  
examiner tip

It is important to ensure reasons are clear and direct.

## Question 4(a)

Some candidates confused the chronology of NATO's formation as contemporary with the establishment of the Warsaw Pact and associated NATO as a response to the Pact. Others wrote that it was a response to Hitler or an outcome of WW2. However, many candidates were able to link it to the perception of Western powers that Soviet aggression was a threat that required a demonstration of solidarity and intent. Some responses developed this point further by linking it to the Berlin Blockade.

The Western countries realised the extent at which Soviets would go to spread communism during the Berlin Blockade so they decided to set up a defense alliance ~~they~~ to protect themselves saying 'an attack on one is an attack on all'.



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examiner comment

There is little to add to this. It is direct, makes a point and develops it. A clear Level 2 response.

NATO was formed in 1949 to protect its members members from any communists threats or invasions.

All ~~the~~ the members of NATO would come into defence if any of its members were in danger. This was ~~a~~ a military alliance between western countries in Europe and the USA.



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examiner comment

This looks at defence from communism and covers the idea of collective security. This is the standard point and amplification – hence Level 2.

### Question 4(b)(i)

Generally, the Potsdam Conference was well known, with the vast majority of candidates being able to identify at least two features, notably the confirmation of the division of Germany and the news of the atomic bomb. Many, however, could also write confidently about boundary changes, Poland and the issue of democratic elections in Eastern Europe. Weaker responses wrote vaguely of the Big Three.

### Question 4(b)(ii)

Most candidates could confidently describe at least two features, although many took a long time describing the background, often going as far back as 1945. Many also wanted to tell us about Rakosi, 'The bald butcher', Stalin's best pupil etc which detracted from the question focus. There was also much specific detail relating to the question, including the number of troops sent to Hungary and the execution of Nagy.

pay reparations. The first key feature was that they should follow through with dividing Germany into four zones owned by Britain, USSR, USA and France. They agreed that this should be done to Berlin as well. USSR had the biggest



**ResultsPlus**  
examiner comment

This response offers a point about the division and develops it. This response was awarded a Level 2 mark.

Firstly we see that in ~~1956~~ 1956 the Soviet troops invaded Hungary with numbers in the 200 000 region. They were followed by around 6000 tanks. This showed that the USSR feared for the fall of ~~the~~ communism in Hungary because it would ignite the reverse domino theory and cause the rest of the Soviet empire to fall, explaining the vast numbers. This is of relative importance.



**ResultsPlus**  
examiner comment

Detail of the invasion and control are given, hence Level 2.

### Question 4(c)

This question caused problems in that some candidates confused the reasons for the Blockade with the reasons for building the Berlin Wall (and vice versa compare Q5(b) ii). Inevitably, this led to a lot of discussion of refugees seeking a better life in the West, yet there was no significant economic migration until 1949, when the Blockade was more or less over and the economic reforms had begun to take effect in the West. Indeed, until at least early 1948, economic conditions were, if anything, better in the eastern zone. Indeed for a few years after 1945, Germans often found it difficult to travel within the western zones.

Having said this, many candidates were able to discuss various reasons for the Blockade, focusing on reaction to the increasing merger of the western zones, access to Marshall Aid, the introduction of the new currency and Communist insecurities concerning the hole in the Iron Curtain and opportunities for spying. Good candidates were able to make links and prioritise effectively, often focusing on the defensiveness of all sides.



In conclusion, although all the reasons I mentioned were equally important reasons in ~~the~~ themselves, the most important reason was the ~~the~~ introduction of a new currency.

This made Stalin worried as it would lead to a stronger West Germany that could wage war on ~~East Germany~~ the USSR which he didn't want to experience. Therefore, to prevent this and the establishment of a separate state in Western Germany, he ~~blocked~~ formed a blockade of West Berlin.



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examiner comment

The above essay offers reasoned links and does make a clear judgement at the end. A Level 3 mark was awarded.

Overall, the most important reason as to why Stalin Blockaded Berlin was because of fear of West Germany. This was more strong than his other concerns (his desire to spread communism and fear of capitalism infiltrating East Germany) because he knew how badly the USSR had suffered from previous German attacks, and never wanted to repeat this.



**ResultsPlus**  
examiner comment

This response gives reasons and then offers a judgement at the end. The conclusion offers a comment and does not merely assert. A Level 3 mark was awarded.

## Question 5(a)

Many candidates were able to develop this question as an explanation of the treaty as an effort to improve relations following the scare of the Cuban Missile Crisis. Some answers also explained the Test Ban Treaty as originating from environmental concerns. However, some candidates confused the question with arms control agreements and thus erroneously pivoted their answer that the motivation of the treaty was to reduce missiles or bombs/warheads.

### Question 5

\*was one of the treaties that

#### Answer Part (a).

(a) Describe **one** reason why the Test Ban Treaty was signed in 1963.

(2)

The test ban treaty was banned because during the cuban missile crisis they had come very close to nuclear war. The test ban treaty stopped ~~this~~ testing of nuclear weapons, except under ground and\*aimed to prevent them being on the brink of war again



**ResultsPlus**  
examiner comment

This looks at Cuba and the desire not to repeat the issue. It gives a point with amplification, so moves to Level 2.

The following response did not focus on Cuba, but did reach Level 2.

The test ban treaty was signed in 1963 to decrease the amount of nuclear testing happened in the sea, above ground and in space, however underground was not yet banned. This was to try and decrease the pollution and radiation. The tests were necessary.



**ResultsPlus**  
examiner comment

This response looked at the issue of pollution and radiation and explained the idea of underground testing. A developed statement, moving to Level 2.

### Question 5(b)(i)

Most candidates understood this well and were able to discuss reasons for US involvement in the Bay of Pigs. However, others went beyond the question to discuss later USSR involvement, the Missile Crisis and its effects. One common error is to see the Bay of Pigs as a result of the Missile Crisis rather than a precursor. On the whole, this was well answered showing good knowledge and understanding.

### Question 5(b)(ii)

Some excellent knowledge of the conferences was deployed by many candidates in this question. Many were able to discuss Khrushchev's differing attitude to Eisenhower and Kennedy. Many ended with the creation of the Berlin Wall. However, others confused this crisis with the Blockade or wrote generally about the Cold War or wrote about Kennedy's visit to Berlin.

The first key feature of US involvement in the Bay of Pigs invasion was 'La Brigada 2506'. These were exiles from Cuba who were specially trained by the CIA in Florida to invade Cuba and overthrow Fidel Castro (Communist leader). The whole operation cost billions.



**ResultsPlus**  
examiner comment

The response signposted the features. Good recall and development. A Level 2 mark was awarded.



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examiner tip

Clearly specify a feature and then develop it. This will help you keep the focus of the question clear.

Another key feature was to hold peace summits. The first one was called in Geneva in 1959 to try to find a solution but the only decision there was for Eisenhower (USA president) to meet Khrushchev at Camp David. By meeting they attempted to find a compromise. It was decided here that Khrushchev would withdraw the ultimatum but they would ~~meet~~ meet again in Paris in 1960. Khrushchev walked out in protest because



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Clear recall assists this answer and moves it to Level 2.



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examiner tip

Signpost the response, but make sure you also give sound supporting material.

### Question 5(c)

Many candidates displayed excellent knowledge about the Czechoslovakian crisis of 1968, placing it within a world context of USSR seeking to keep the Warsaw Pact united and fearing a re-run of Hungary and USA occupied in Vietnam. Many spoke of the pressure other Warsaw Pact countries were placing on Brezhnev to act, particularly in terms of the independence shown by Yugoslavia and Rumania. There was impressive detailed knowledge of what was going on in Czechoslovakia and how Dubcek was trying to reassure USSR there was no cause for alarm. However, weaker candidates confused the crisis with that of Hungary and were swayed into detailed and graphic accounts (with varying accuracy) of the USSR invasion of 1956. Other candidates became confused, thinking it had something to do with Hitler. Many students gave a narrative of events in Czechoslovakia without referring to the idea of a flashpoint.

bring order back to Czechoslovakia. Brezhnev also released the Brezhnev Doctrine stating that the USSR had the right to invade any country in Eastern Europe where the Warsaw Pact was at threat. The international reaction this caused was the most important reason why Czechoslovakia was a flashpoint in 1968 as many countries in the East and West condemned the invasion and even split up the communist world into Soviet Communism and Euro-Communism.



**ResultsPlus**  
examiner comment

This response made links and judgements throughout the essay and in the final part made an additional point about the crisis, focusing on the Brezhnev Doctrine and the division within the communist bloc. A Level 3 mark was awarded.



**ResultsPlus**  
examiner tip

Judgement can emerge as the essay progresses or at the end. However, it should be the development of a point and not an assertion.



## Question 6(a)

This was answered well by most candidates. They were able to identify and describe an immediate or medium-term effect of the fall of the Berlin Wall. These answers focused either on the re-opening of the borders of Berlin and the re-uniting of its Sundered population and families or the consequent reunification of Berlin and Germany and the end of the Cold War. Those candidates who failed to score full marks did not develop a valid point or gave incorrect responses to the question, writing about the impact of the wall on Berlin life between 1961 and 1989 or even the Blockade.

The following is a clearly answered response that moved to Level 2.

The fall of the Berlin wall in 1989 meant that other countries in eastern Europe began to abandon communism and Soviet control. It led to the reunification of Germany in 1990.



**ResultsPlus**  
examiner comment

Sound point about the collapse of communism and Soviet control, which is explained fully.

Pact. East and West Berlin were reunited and so were East and West Germany and this caused many other satellite States to break free from communist rule after this example in Berlin.



**ResultsPlus**  
examiner comment

A sharply developed answer that looked at Berlin and Germany and the example of Berlin. It was awarded Level 2.

## Question 6(b)(i)

Détente in the mid to late 1970s is not well known as a process. Most candidates knew about the space link up but knowledge of SALT 1 is fragmentary and some candidates thought the Helsinki agreements were about nuclear disarmament. Many candidates wrote about SALT 1, hotlines, Outer Space treaties and so on even though these were outside the period. Many thought the INF treaty was signed in 1975. Indeed it was sometimes difficult to ascertain which of the (b) questions weaker candidates were in fact answering, such was the confusion about events of the 1970s and 1980s. Many recovered their answers by writing validly about Afghanistan as an end to détente but knowledge generally does not seem secure on this period.

## Question 6(b)(i)

Candidates who answered this question tended to display confident knowledge about the three conferences within the time period and what they achieved.

Finally, another key feature was the INF treaty, discussed and agreed on in the third summit in Washington, 1987. Gorbachev was now sure that the SDI plan was highly unlikely to go ahead, so decisions could be made. The treaty greatly reduced the numbers of missiles both sides had, and both superpowers agreed to check each others progress. This was the first successful and major step towards disarmament.



**ResultsPlus**  
examiner comment

This response gave three features and this last one looked at Washington, INF and its consequences. A Level 2 mark was awarded.

## Question 6(c)

Most candidates answered this well, showing expert knowledge, and were able to cover a wide range of factors to explain change. The impact of Reagan is particularly impressive. Many were able to argue validly that the USSR was in transition with a succession of elderly and ill leaders and that it was difficult to achieve any continuity in relations with the USA. Some strayed into the Gorbachev years, repeating the information required in Q6(b)(ii). Weaker candidates tended to describe Gorbachev's internal policies and the fall of the Berlin Wall, neither of which was required. This period is well known and many candidates made valid links and prioritised effectively.

- USSR leader
- SDI
- Reagan
- Olympics

In 1980 the superpower relations were quite bad but in the 4 years to come there were events which led to the deterioration of the relations, and by 1984 they were even worse.

The first main reason for the change from 1980-84 ~~was the continual change in Soviet leader Brezhnev~~ was the 1981 appointment of Ronald Reagan as President of the USA. He called the USSR the 'evil empire' and wanted to stand up to communism so people knew he wasn't afraid of the USSR. ~~He didn't~~ At first he didn't want arms limitations because he wanted to negotiate from a position of power so he didn't have to make compromises. This led to a worsen in superpower relations as the leaders of the USSR in his period didn't like Reagan and he agreed them. It was very important as <sup>Reagan's</sup> attitude contributed to the <sup>relations</sup> being damaged <sup>highly</sup>.

The second main <sup>reason</sup> ~~point~~ was the continual change in leader of the Soviet Union. ~~He~~ In 1982 Brezhnev became very ~~ill~~ ill and was replaced by Andropov.

who died in 1984 to be replaced by Chernenko. The next but over the time period suggested it was very difficult for Reagan to build any positive relations with the Soviet leaders, and so it led to relations getting gradually worse ~~and~~ between the ~~two~~ ~~two~~ and Reagan's attitude towards the ~~the~~ USSR didn't help. It was important because it meant the relations gradually got worse and there was nothing they could do to make them better.

The third main ~~for~~ reason was Reagan's announcement of SDI - which was nicknamed 'Star Wars' - in 1983. There was a plan to shoot down Soviet missiles using lasers from space. It put pressure on Soviet leaders to compete even though ~~it~~ it was unrealistic at the time. The Soviet leaders knew they couldn't compete because of their ~~poor~~ bad economy, and ~~therefore~~ they accused Reagan of warmongering. This was important as it brought the arms race back into full effect and increased tensions yet again.

The fourth main reason was the olympic boycotts of 1980 and 1984. In 1980 Carter boycotted the ~~the~~ USSR olympic games unless Soviet troops were removed from Afghanistan (they weren't) and in 1984 Andropov did the same to the USA. ~~In 1980~~ In both occasions other countries followed suit and held ~~the~~ alternate games. This wasn't very important as it didn't increase tensions hugely as neither ~~was~~ leader

mindful as much as they did not for other reasons

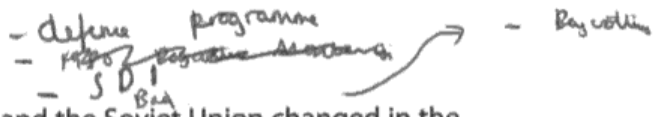
The most important reason was the role of Reagan as it was his negative attitude towards the USSR which caused lots of tensions, as well as leading to his announcement of SDI and making the changing of Soviet leaders much worse because he couldn't build positive relations. These other two points were overall not as significant as Reagan's attitude, as they were only very bad as a result of Reagan's attitude.



**ResultsPlus**  
examiner comment

A very good response, indicating what can be produced at this level. A Level 3 mark was awarded.

Answer Part (c).



(c) Explain why relations between the USA and the Soviet Union changed in the years 1980-84.

(12)

In 1980, relations weren't particularly good since the ending of detente and by 1984, were quite a lot worse. ~~more~~ worse:

Reagan succeeded Carter in 1980 and decided to take a much tougher stance with the Soviet Union.

Reagan was less focused on human rights and was eager to build up the USA's defence and so created a US defence programme in which he'd invest a trillion dollars into: 100 MIRVs, construction of a new stealth ~~that~~ undetectable by RADAR, construction of 6 new nuclear triad submarines and better communication.

~~and~~ This stepping up of the arms race annoyed Brezhnev as ~~the~~ the Soviet economy was close to collapse and if the Soviet Union were to try and compete with the USA's new programme, ~~they~~ it might lead to the complete drainage of the Soviet economy <sup>and</sup>. Therefore, this ~~worsened~~ <sup>worsened</sup> east-west relations //

Leading on from this defence programme, Reagan decided to introduce this SDI or 'Star Wars' programme which basically meant that the USA ~~he~~ had a shield from any land based missile. Andropov accused



the Soviet Union of placing a first strike attack on the Soviet Union and encouraging a nuclear war. Andropov once again felt forced to invest more in the Soviet defence programme and this created conflict between the USA and the USSR.

Reagan made an 'evil empire' speech in 1982, saying that the Soviet Union was horrible and communism was corrupt. Andropov responded by claiming Reagan was unwise and a liar. These speeches displayed how the USSR and USA properly regarded one another as the enemy. Following this, the Soviet Union boycotted the LA olympic games and held their own set of friendly games. It was once again clear the world was completely divided in two.

Overall, I think that the most important reason for worsening relations between the Soviet Union and the USSR was the SDI programme and stepping up the army race. This meant there was great competition between the Soviet Union and the USA and ~~that~~ if ~~the~~ the USSR tried to compete, would bring about the collapse of the economy, much to Brezhnev's and Andropov's displeasure.



**ResultsPlus**

**examiner comment**

A good Level 3 response that clearly indicates what a candidate can produce at this level.

## Summary

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

- It is important that centres look at the full report to consider the paper as a whole.
- In (a) questions, candidates need to consider the concept of the developed point to reach Level 2.
- In (b) questions candidates need to offer only two developed points to reach the top of Level 2.
- In (c) questions, which are always causation questions, reasons must be advanced in order to move to Level 2 and, in order to reach Level 3, there must be clear links and/or prioritisation.
- If dates and names are given in the question then these are guides and aids, which should be used appropriately.

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