



Examiners' Report January 2012

GCSE History 5HA01 01

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January 2012

Publications Code UG030611

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#### Introduction

In general, examiners reported that candidates were able to cope well with the demands of the paper and that the overall standard of responses was most pleasing. Indeed, it is clear that candidates are clear on the demands of the question styles. The vast 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 the space allocated for the (a) question seems to be diminishing. Few candidates wrote beyond the allocated lines and many achieved maximum marks with just one sentence. It should be remembered that the space provided for the answer is an indication only – previous reports have pointed out that the response does not necessarily have to completely fill the space. One or two sentences will suffice.

The approach to individual sub-questions is considered in the reports on each separate item. Examples are provided for each sub-question. Please note that, on occasions, part answers are given as exemplification. A general summary of areas for improvement in the approach to some of the question types (which are common across the six options) has been provided which may prove beneficial to Centres.

- In Question (b), candidates need to discuss three points to move to the top of Level Two. Some restricted themselves to L2/4 or L2/5 because they wrote at great length about only one or two features.
- The point made in previous reports about Question (b) still applies namely that candidates can signpost a response for themselves by using 'one feature', 'a second...' or 'firstly'. This also assists the examiner who is not confronted by the need to disentangle conflated points.
- Candidates should be aware that Question (c) will always be centred on causation. Therefore, key causal words should figure in any response. Often candidates drifted too readily into a narrative and thus did not focus sharply on the demands of the question.
- The point made in previous reports about Question (c) still applies, namely that to reach Level Three, candidates need to prioritise and/or link causes. There has been continued improvement in this area and fewer candidates are asserting links and prioritisation. Those who met the criteria for Level Three, did so with aplomb.
- If dates are given in a question, they are there for guidance and should act as a trigger for recall. Too many candidates ignored the dates and wasted time including irrelevant material.

## Question 1 (a)

There were some sound responses for this question and knowledge of the First Balkan War clearly led to a developed statement. Bulgaria was readily cited as were the members of the League.

There were, however, some candidates who discussed the Bosnian Crisis and others who read the question as the First Balkan War.

# Answer Part (a). (a) Describe one reason why the Second Balkan War broke out in 1913. One reason the leand Balkan War broke out in 1913. because Bulgania was unhappy with the land it had gained in the 1st balkan war. As a result, bolken countries such as Serbia and even Turkey were able to gain a tiny but more land Instead as sighting traction against the attornoun emaine like in 1st Balkan war the countrie spaking against each the



This was a soundly developed statement with good recall and was awarded Level 2.



It is good practice to make a point and then to amplify it.

Question 1	
Answer Part (a).	
(a) Describe <b>one</b> reason why the Second Balkan War broke out in 1913.	
	(2)
One reason why the Second Balkan War broke out in	913
was because the Bolkon league were unhappy with .	shat
they had won, causing then wanted to attack on all	



This response was awarded Level 1. It had the gist of the idea but lacked specificity.



Include some specific detail in your description to gain the full 2 marks. e.g. in this question: Bulgaria, the First War.

# Question 1 (b)

1b i - This was the more popular choice.

Most candidates wrote confidently about the naval race although material on the actual imperial rivalry in terms of empire was less secure.

1b ii -

The issue of Ottoman decline, the creation of the Balkan League and Ottoman losses were frequently seen in responses. However details of the London Conference deliberations were rare. The following of a why, what and how approach meant many candidates were able to achieve high Level 2.

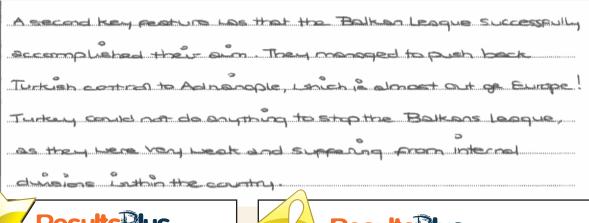
kaiser Wilhelm II stated that he wanted to unuease Gumany's naval base and build more ships to in competition against Britain who had the strongest navy in the world. Britain launched a new battleship called the HMCD reading by which was seen as the most modern battleship after its launch Germany decided to build dreading by a seen as well. By 1914 Britain launched 29 dreading by a sposed to Gumany which built 7. This was known as the aims race which was one feature of the rivalry between both countries.



This was awarded Level 2 - here the candidate discusses naval rivalry.



To ensure a point is made clearly, it is wise for the candidate to make the point and refer to the words in the question.





This was awarded Level 2.



Clear signposting is used here - this helps the candidate to create a structure and also the examiner who can see clear, discrete points.

## Question 1 (c)

A future teaching point for schools is to drive home the importance of carefully reading the question in order to understand its focus. The key word 'after' was too often ignored and so candidates ran through a list of long-term causes. Whilst this can have some relevance for context regarding tension prior to June 1914, it did mean Level Two was a common achievement.

Frequently candidates discuss three reasons in this question style but fail to link or prioritise. Below is an example of a Level 3 answer and part of a good Level 2 response.

Although some students made the required links between the domino effect of the Alliance system, many students were swayed into simply writing everything they knew about the background and the actual assassination of Archduke Franz Ferdinand. Students do look for the key words in a question by underlining those words, but too many simply spotted something they recognised and wrote about that and thus became bogged down in the story of the assassination. This meant that there was not time to deal with how it led to war. Weaker candidates got involved in issues such as Sophie's background and other matters which were not relevant.

The moin reason why E assissination led to Su

much tession in Europe & Francisco Local Local

to food the protect itself & other country. Like I

mentioned in the first prograph Austria - thougand

the Russia come into support seria, I this led onto

France Supporting Russia through the Germany

threat to Introde Bergham it hadris worked because

Britain had Signal to the Tisten ment con

Links Britain & Germany



This response was awarded Level 3 because it offers reasons and then, in the final paragraph, prioritises and shows links. It had also made good links in the main body of the essay. Here the conclusion is included.



Ensure that the judgement *explains* and does not merely assert.

Another exito was the hutinature is now a good to want of the support of the supp



Here the candidate discussed three reasons and clearly discusses the German 'blank cheque'. Other reasons were offered but there was no sharp linking or judgement and a top Level 2 mark was awarded.



It might have been appropriate to discuss the alliance network here which would then have provided the opportunity to show the linked steps to war.

# Question 2 (a)

Knowledge here was generally sound though some candidates did bring in other treaties.

(a) Describe **one** decision which was made about Hungary at the Treaty of Trianon, 1920.

(2)

At the Treaty of Trianon it was allaided that
thungary would lose two thirds of it's land to three
new independent states; Cze unaslovakia, Yugaslavia
and remania. Hungary's too to loss of land
to resulted in there population reducing from
18 million to 7 million.



This was awarded Level 2 -it makes a point and develops it.

(a) Describe **one** decision which was made about Hungary at the Treaty of Trianon, 1920.

(2)

One decision made about Hungary at the tresty of Transon were that they were reduced later on:



This was awarded Level One -a basic point is made.

## Question 2 (b)

2b i – This was the more popular choice.

Most students quickly made links between the question and the occupation of the Ruhr and its significance. Although seen as a key reason in resolving the Ruhr Crisis, though not strictly relevant to the focus on 1923, students made links to the Dawes Plan.

Weaker candidates tended to go through the Treaty of Versailles and its impact on Germany with varying degrees of accuracy and many ignored the given date altogether. Clearly it is important to see the date as a signpost to the information that is required.

2b ii - Candidates were a little imprecise on the details. One commonly known detail was the number of signatories, though how it related to Germany and relation with other countries was not so clear for many pupils.

The kellogy - Briand pact was between
61 nations and was an agreement
mait was ward the was
signed in 1928 in Paris The 61
nations all agreed that is would
be better and cheaper to son aut
usues using concrences and the league
et pariers rather than gang to
war. The reague of hations pully
supported this idea



One point is made and moves this response to Level 2.

Another key feature was France's occupation of the Ruhr.

France and Belgium occupied the Ruhr in 1923 so they

could run the industry and take the goods for Itumobes in

relatitution of foiled reparation payments. This led to a

increasing relations between Germany and France. This was

manifested by Germany resistance by beliberately making faulty goods and not worker and tout on refusing to work. This is significant because it worsened relations between the two ever further.

As a result, Germany's economy had become hyper-inflated:
A loof of bread which had cost 4 marks would now cost 1.5
nillion marks. There was outrace in Germany. Conclusiely,
Germany's economy had been destroyed and Fouce belief got
nuch out of it either. These points are significant because
France's impoliance led to them opting practically rathing;
it was fittle: Relations had only improved by the



A point is made and clearly reinforced.



Remember to develop three features to reach the top of the level.

## Question 2 (c)

It was clear that virtually all candidates understood the different ideas of the Big Three. However, not all were able to focus the question sharply on why they differed, and some simply described the differing opinions. Some, however, were very good indeed at explaining the various factors which caused the differences of opinion.

price. and Lloyd George, preme menister of Eritaen, rented to make one that Britains empire hould never be threatened again by Germany, we but also wanted to protect the accompany's economy so they could continue trading with Britisin.

Lloyd beorge had promised to 'squeeze Germany till the pip squeak but he disall feel this way, and wanted to receausely limit their somed porcer, he was wanted their easing to stay stable. Willow fure wanted peace.



**Examiner Comments** 

The candidate discusses one reason and is a little repetitious but has achieved Level 2.



Ensure that there are three reasons and that each is clearly developed.

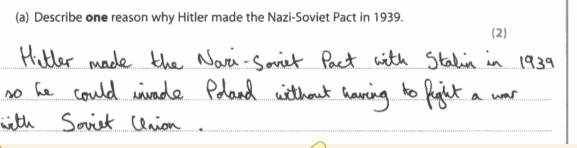
ded total disagranger, and Britain district Land this epent muline of pounde into building.



The final paragraph begins well and the extract shows how the candidate begins to set up a clear judgement.

## Question 3 (a)

Candidates demonstrated impressive knowledge in answering this question and responses were soundly developed - most could discuss the notion of a two-front war.

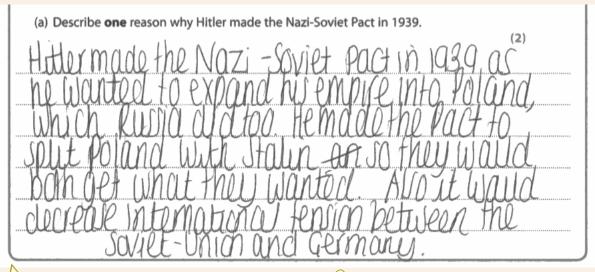




A developed point is offered which secured Level 2.



This shows how a one sentence response can gain maximum marks.





Clearly a Level 2 response - the candidate could have omitted the final sentence.



If this is compared with the other answer, candidates can see how a succint response can save time.

## Question 3 (b)

3bi - This was the more popular choice.

There was some issue with describing the events.

Most candidates could answer this well, and identify and develop key features particularly the Lytton Report, Japan's response and the League's powerlessness to do anything about it. However, some spent the whole answer describing the crisis, whilst others wrote a long preamble which added nothing to the overall answer.

Clearly the crisis is well known but the question did not ask for the reasons why it occurred or the story. It was important then to focus on the response of the League rather than the event itself.

3b ii - Overall, this was well answered. Most candidates focussed on the dates well and did not wander to the *Anschluss* or other later events.

Rearmament was well known and understood, including accurate rendition of the Reoccupation of the Rhineland. It was also pleasing to note the inclusion of the Anglo-German Naval agreement in responses.

Another by feature of the failure of the league of Notions to solve the Manchurian Crisis was the Lyton Enquiry. The Lyton Enquiry was set out to investigate the bombings of the railway and so set out on sail to resolve the situation. The Lyton Enquiry returned back a year later, with a solution that Japan should not have two death towever, Japan had already invaded Manchuria and the Enquiry was too late.



One clearly developed feature is offered and two others are also included in this response. The response was awarded maximum marks.



Using signposts such as 'Another key feature...' do help candidates to maintain the structure of the response.

hands Another key feature " was that the league had no army of its own to impose military sanctions as Britain + France clidn't want to impose any rearing their economys. Also, trade vanctions cowell's he impleved as main fragle was with USA who wasn't part of the league or prations did nothing.



Here the candidate discusses sanctions and there is enough on the economic angle to secure a Level 2 mark.



It is interesting to note that the candidate inserts part of the question title ensuring that the material is relevant to the question.

# Question 3 (c)

Many responses were sharp and focussed, concentrating on the causes ie *Grossdeutschland*, Hitler's growing confidence after the failure of Britain and France to stand up to him over previous crises; others confused Sudetenland with Czechoslovakia. However, there was some confusion in the minds of many candidates over the *Anschluss* and Hitler's demand for the Sudeten and had him invading the latter. Others simply told the story of the causes of World War Two with varying degrees of accuracy.

Finally (Get the Suderenand held 3 million German speaking people and Hitlers aim was to croute beforers un'by willing all German speaking people together. He claimed also that it had been reported that these people were being motivated and so he was to work to the way that there would not be to the sound.

# Results lus Examiner Comments

The candidate had discussed several reasons and, interestingly, placed this as the last cause of the crisis, before moving on to a conclusion. The response was awarded Level 3.

(c) Explain why there was a crisis over the Sudetenland in 1938.

(12)

Firsty the Suddeniend was an area in Cheziavakick it had many Vital resources such an coal, oil and it was the ideal area that tither manted due to its locality and people tither manted the Suddeniend because it was close to germany and it had 3.5 million everman speaking people turning thore also it had a significant amount of relieves and industries tither's main Jum has to create an ideal acrian race empire the thought the suddeniend would be the best place to make his aim came time.



#### **Examiner Comments**

The candidate discusses much in this response and in this extract. Though there is an error and some repetition there is clearly enough to move to Level 2. However, much of the rest of the answer became confused with the *Anschluss*.



If there is time in the (c) question, a brief plan might help - simply jotting down a few words and reflecting for a few seconds is time well spent.

# Question 4 (a)

Knowledge here was quite impressive and responses were soundly developed - most candidates could discuss war-torn Europe and the fear of the spread of communism.

	(2)
One reason why the Marshall Plan was 30	awn up in
1947 is that it provided economic aid	
in Europe, Communism was vory appeals	
people in the poorer countries and -	
providing Marshall Aid; it was a	4 to
tight OFF Communism in Europe.	



A developed answer which was awarded 2 marks.

(a) Describe one reason why the Marshall Plan was drawn up in 1947.

(2)

One OF the reasons that the Marshall

Plan Was drawn UP Was 'to

try and Stor Communism Spreading



A basic statement which was awarded 1 mark - further amplification is needed to achieve the full 2 marks.

## Question 4 (b)

4b i – Most candidates knew and understood this conference well and had no trouble in identifying several features, notably the Second Front, spheres of influence, changes to the Polish borders, USSR declaring war on Japan when Germany was defeated and the creation of a UN. However others focussed on Germany, confusing decisions made at Yalta and Potsdam.

4b ii – There were mixed responses to this question. Some candidates adapted their knowledge well to the question and picked out key features of the rule. But many went beyond the dates in the question, either in part or in their whole answer, and discussed the Hungarian Uprising. Once again, it is imperative that candidates read questions carefully and that they recognise that any dates given in a question are there for a distinct purpose.

One aspect which raised great
tension was Poland. Stalin wanted
the borders of polard to be moved
back to the rivers Other and
Neicce by and the land to be
added to the Soviet curion, theis
suggered angered the British however
who had gove to war to mainbain
Doland's indipendence.

# Results lus Examiner Comments

There was sound recall in this response and the final point moved this to top of Level 2.

also Stalin was to have a communist Shale of Mullence over existen aware.

Stalin also agreed to send in tooks to help uso win the the way to with the solutions.

# Results lus Examiner Comments

In this response there was confusion with the other conferences, but at the end the candidate did include two relevant points and secured a Level 1 mark.

## Question 4 (c)

This topic was well known and candidates displayed impressive knowledge particularly of Germany during the period. Only a few were unable to identify and discuss a variety of reasons. Weaker responses included the narration of all the candidate knew about the development of the Cold war, ignoring the dates set and included discussion of the 1945 atomic bombs, Iron Curtain et al. It is important to identify the date boundaries in the questions because material outside the time frame cannot be credited unless it is related to events within it.

> for the Following the Berlin, Airlift, the western Allies that they should fram up and co-operate each other if the USSR retalicities to Aclift physially This led to the of NATO in 1949 which worsened and changed relations because it it hadn't of happened then It worldn't or led to the Wassaw Pact in In the USSR increasing the weapons they had to match the NATO The threat of more power

> the USSR worried the USSR and Stalin and thus workened or changed relations pather



This candidate demonstrates good recall and is trying to link events; reasons are given and the conclusion offers a judgement. A Level 3 mark was awarded.

Secondly another neason how relations Changel Was the establishment of NATO in 1969.

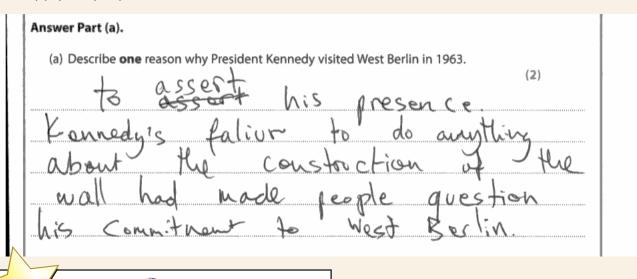
If was a military allience between the USH and the H most of the western European countries including Britain. For example if a country was going to be attacked the members of MA TO would come to their defense. This was effective as it wor sened relations between the USA and the USR because it looked like eventually they would go to war.



This candidate discussed three reasons - the extract gives one. There was no sustained attempt to link events and there was no judgement about importance. Hence a top Level 2 mark was awarded.

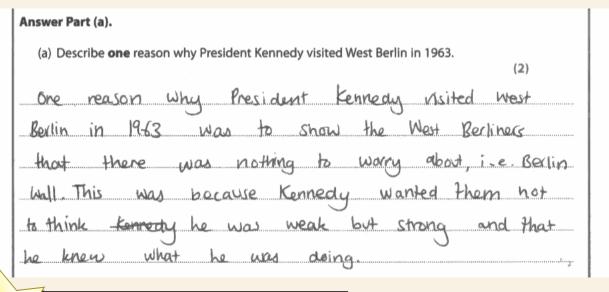
## Question 5 (a)

Candidates were able to discuss the morale boosting aspect of the visit and some were able to discuss Kennnedy's broader aims. Large numbers did quote the speech but in some cases failed to apply its purpose.



# Results lus Examiner Comments

Despite an odd start, this response addresses the question and does look at Kennedy's reasons. 2 marks were awarded.





This is an answer which needs to be read carefully. It answers the question and was awarded 2 marks.

## Question 5 (b)

5b i – Most candidates were able to link the building of the wall to unhappiness for families living in Berlin where they were split, and many were able to see how it was a visible division of East and West. However, many described the causes, particularly the 'Brain Drain', in great detail but without connecting this to the impact of the Wall.

Again. the examiners stress the importance of carefully reading the question to identify its focus.

5b ii – Most candidates were able to recall who Dubcek was, the concept of 'Socialism with a human face' and basic features of the reforms. In addition, most also were able to link it forward to the Soviet response. However, precise details of the actual content of the reforms were not always forthcoming.

The first effect of Berlin will is that it hade and a repose problems fearse donost 3 million east Berlines bad fore to west Germany and most of Dese were very wighly skilled a so this has a brain down problem for the soviets and its make it almost infortale to lowe.



This response clearly signposted the areas of impact; the featured paragraph secured a Level 2 mark.

As Fenture of the Prague Spring Cepsins is that Dubrek want there to be too More freedom of Speech,



This response had three basic points - one is featured here and hence a Level 1 mark of 3 was awarded.

## Question 5 (c)

This question was quite well answered although some candidates did talk about the Cuban Missile Crisis; once again the point must be stressed that candidates should read the question carefully and look for relevant signposts. Most candidates were quite clear on the role of Castro's assumption of power, the economic tension between US and Cuba and the Bay of Pigs incident. There was some general blurring of the USSR's role in the whole topic and the chronology went awry.

An One of the most important veasons is Fidel Castro taking power in Cular. Therefore One of his Jinst decisions as leader was to attended eggs veryone all US leusinesses and industry from Cular This caused the USA to leaguest Eular sugar production, its main status export.

This led to the Somet Union offering to lung

Results lus
Examiner Comments

This response offered reasons, links and prioritisation. The extract indicates some judgement and links and by the end of the answer the criteria for Level 3 had been clearly met.

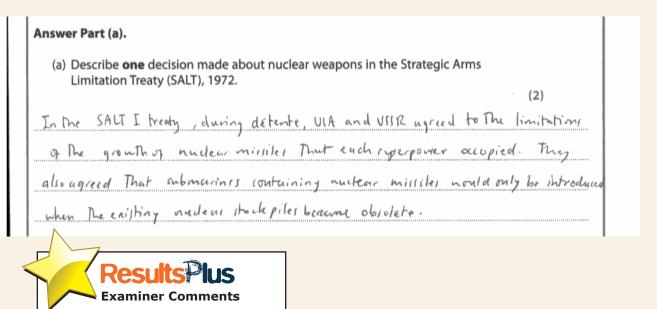
Was relations worrened was neason shira deal Pigs Invasion in 1961 of the with USSIR threat of casho and Communism worldn't of happoned had sent deteriorated relations and guiday alying Cuba and

Results lus
Examiner Comments

This response offered three reasons, had links and made a judgement. There are one or two points vis à vis English but QoWC is not a criterion and a Level 3 mark was awarded.

## Question 6 (a)

There were some very precise answers here and knowledge was frequently impressive. Equally, there were some rather vague responses which could not be awarded the full 2 marks.

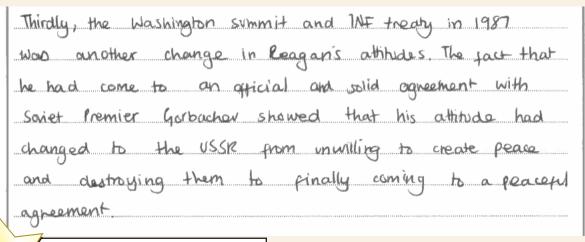


# Question 6 (b)

Clear and precise knowledge was presented and 2 marks awarded.

6b i – Candidates as a whole were quite good at remembering the different conferences and what was agreed at them. This was often in some detail, but not all were able to relate this to the question, and many links to the relationship were implicit, for example simply making the point that at first they could not agree on SDI but that later Gorbachev was happy to overlook it.

6b ii – Some candidates were not able to go much beyond a description of the Wall being dismantled, without having real knowledge of the events in Berlin surrounding it. Others did know the role of Gorbachev particularly well and were able to show how, by November 1989, with freedom of movement elsewhere, the Wall had effectively become an irrelevance.



The candidate signposted the response and secured a Level 2 mark.

## Question 6 (c)

This was generally well answered.

Candidates readily linked Afghanistan, the Carter Doctrine, Olympic boycotts, Reagan's defence spending and the uncertainty of the USSR leadership.

Some did spend too long explaining the background of the Invasion of Afghanistan but again knowledge was generally thorough and they did move to the more salient issues. Prioritisation and linkage were often impressive.

Desalt Reagon was elected in the

U.S. in 1980. He drew an even haver

live arginet communism than cartor.

Publically calling it "the Evil empire"

be subsignently decided to increase the

U.S. arms budget by a trillion

dollere this to was catastrophic

for the relations and the Coviet's replied

by Comparing him to titler, and dater

an developing their sum SSDO missibe

in retalication to be USA's parding

missibes.



This response gave a thorough analysis of the period and, whenever a point was made, it was always related to the demand of the question. The extract highlights this.



Always ensure that the answer relates to the question asked - do not tell a story in this style of question. Offer analysis.

# **Paper Summary**

Performance was again generally good and improvements across question styles was noted.

#### Recommendations:

- In Question (a) candidates need only develop one point
- In Questions (b) and (c) sound Level 2 marks can be achieved if 2 or 3 points are developed
- Candidates can use signposts to help to structure their responses
- In Question (c) candidates should focus on causation and not narrative
- Candidates could produce a very brief plan for (c) questions to ensure that there is a focus on 3 reasons. A plan takes only a few seconds to draw up and is time well spent.
- Candidates should look carefully at any dates contained in a question. Any dates will be significant to the topic.

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