

**London Examinations**  
**GCE Ordinary Level**

**Mark Scheme and Examiners' Report**  
**for Modern World History 7263**

**May/June 2000**

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Mark Scheme and Chief Examiner's Report  
May/June 2000

## **MODERN WORLD HISTORY 7263**

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## **MODERN WORLD HISTORY 7263, MARK SCHEME**

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### **Section A**

#### **Question 1**

- (a) Target: Inference from presented source material
- L1: Basic statements (*e.g.* Africa is chained up; shows a map of Africa etc.) **1-2**
- L2: Developed statements which refer both to what cartoon actually shows and also picks up the image of the womb, or Africa waiting to be born, either in chains or without. **3-4**  
**4 marks**
- (b) Target: Comprehension and basic explanation from source
- L1: Basic statements which indicate that Robertson points out what the colonial rulers had done (*e.g.* built railways, left polices etc. Excessive lifting direct from source normally suggests 1, rather than 2, marks **1-2**
- L2: Developed statements which show understanding that Robertson is in favour of colonial rule because of the constructive benefits he believes it had brought. Moving on from comprehension to draw the necessary conclusion. **3**  
**3 marks**
- (c) Target: Evaluation of reliability of two sources
- L1: Basic statements about reliability of both sources, or developed statement on one. *e.g.* for basic understanding, notes that Robertson had been in Nigeria and/or that the cartoonist was working in Britain and so would not have direct knowledge. For developed, shows understanding that Robertson has direct knowledge but he is also clearly an apologist for empire so his evidence needs to be seen against this background. Candidates are likely to state that sources are not reliable because they are biased, or it's just one man's opinion. Generic statements on utility must be pegged to L1 **1-2**
- L2: Developed statements about reliability of both sources. Candidates at this level should be able to discuss reliability in context both of the information the two sources give and also in terms of what information is given about their provenance. It does not matter whether candidates argue that the sources are, or are not, reliable so long as candidates set up considered criteria for judging reliability. Do not expect fine-grained reliability comment on both sources for maximum. It is sufficient that candidates have reflected on both sources and made plausible conclusions from them. **3-4**  
**4 marks**
- (d) Target: Description of colonial conditions and evaluation of effectiveness of preparation for independence.
- Mark according to principles identified in generic scheme, paragraphs. 5 and 8. Reserve max. of 9 for Band 4 responses for good information on state of colony and for supported judgement on the state of preparation. Best answers will

have both precise knowledge about conditions before independence and a genuine assessment about effectiveness of preparation. Band 3 answers can be much stronger on one side than the other but the side which is developed should be strong. *nb* do not credit material on how the newly independent country tackled its problems. The focus must be on the situation down to independence.

**9 marks**

**Total max 20**

## **Question 2**

a), b) & c): 4/8/8 inflexible

- (a) L1: Basic statement which shows understanding that the phrase relates to arrangements made for government of ex-territories of allied powers. **1-2**  
L2: Developed statements which demonstrate clear understanding of the phrase and which show understanding of the historical context within which mandates operated. **3-4**

**4 marks**

- (b) Target: description. Use paragraphs 3-5 of the generic mark scheme. Maximum of 5 for comment on only one territory. Reward precise information in respect of the countries selected.

**8 marks**

- (c) Target: historical judgement. Give highest marks for appropriate judgement based on precisely selected information. Candidates may choose to discuss operation of mandates generally or to discuss effectiveness in respect of the two territories selected for answer to b). Most will concentrate on what the new rulers attempted to do, and how effectively they did it, but there is scope for discussion about the mandates as a governing structure.

**8 marks**

**Total: 20 marks**

## **Question 3**

a) b& c) 5/7/8 inflexible

- (a) Target: causation. Candidates should show understanding of the importance of control of the Mediterranean and other factors relating to presence of allied and axis powers in North Germany. Use paragraph 8 of the generic marking scheme

**5 marks**

- (b) Target: description of key events. Candidates may concentrate on individual battles (but max of 3 for concentration on only one) or on campaigns as a whole - which is what the question suggests. Better answers are likely to include comment on outcome of the campaigns.

**7 marks**

- (c) Target: description/explanation of consequence. Here candidates choose two countries and maximum of 5 for comment on one. Beware answers which provides generalised descriptions of post-war developments. Maximum of 2 per country for this. Better answers must show understanding of how the situation created by the peacemakers affected the development of the countries to the mid-1960s. On chronology, look for specificity but it is allowable to go on slightly beyond mid-1960s if the history of the countries chosen does not make this a sensible break. However, do not reward material which goes substantially beyond the chronology.

**8 marks**

**Total: 20 marks**

#### **Question 4**

a), b& c 6/8/8 inflexible

- (a) Target: description. Emphasis here is on stages, so it is reasonable to expect some comment on the emergence of an independence movement, including extent of preparation from the British. Comment purely on immediate context of 1957 suggests max 4. Use paragraphs 3-5 of generic marking scheme.

**6 marks**

- (b) Target: description and cause: important to know about Nkrumah's socialist objectives and his conversion of Ghana to a one-party state. On cause, it is possible to argue that he tried to do too much too quickly. Economic difficulties not overcome: excessive debt burden. Spread of corruption and army coup which ended his rule while he was on a foreign tour. Maximum of 5 for concentration either on outline of policies or on explanation of his fall.

**8 marks**

- (c) Target: historical judgement. Candidates who merely describe Ghana's development since 1966 should receive 3 max because the emphasis is on historical judgement. Most candidates will presumably argue only partial success at best, with reference to tension between military rule and attempts to establish a viable democracy. Good candidates will identify leading problems, of which over-dependence on the cocoa crop may be one.

**6 marks**

**Total: 20 marks**

#### **Question 5**

a) & b) 10/10 inflexible

- (a) Target description, so use paragraphs 3-5 of generic marking scheme. Best answers should attempt to explain the short-term circumstances in which the selected ruler came to power. There are two rulers to choose and award of marks may go to 6/4 either way. Discursive biographical treatment without appropriate focus suggests max of 3 for each.

**10 marks**

- (b) Target causation, so use paragraph. 8 of the generic marking scheme. Again treatment of the two rulers can be rewarded 6/4 either way. Description of controversy maximum of 3 for each ruler. Emphasis must be on explaining cause. Look for reasonable chronological coverage in the better answers as well as precision in the selection of information.

**10 marks**

**Total 20 marks**

### **Question 6**

a), b & c 6/6/8 inflexible

- (a) Target: description. Look for precise information about the background to independence in Angola, including the ways in which Portugal prepared the country for independence. Candidates might begin in 1961 and violence initiated by the Peoples Movement for Angolan Liberation (MPLA). Look for precise information and sense of chronology from early 1960s to achievement of independence in 1975.

**6 marks**

- (b) Target: causation. Maximum 3 marks for description of the civil war. To get beyond this, candidates must explain why: conflict between different liberation movements. Differences of support for UNITA (South African support); MPLA (Russian and Cuban support); FNLA (backing from Zaire and United States)

**6 marks**

- (c) Target: description and causation. Maximum of 5 marks for concentration on one side. Candidates should know that, despite temporary respite, civil war lasted into 1990s. Candidates might discuss foreign intervention and extent of divisions within independence movement. Role of UN in 1990s is also relevant.

**8 marks**

**Total: 20 marks**

### **Question 7**

a), b) & c) 6/8/6 inflexible

- (a) Target causation. Description of developments in South Africa in relevant period will have maximum of 3 marks. Causation focus might bring candidates to discuss growing opposition to apartheid internationally and also the apparent anomaly of a large and powerful state remaining under colonial rule when other parts of Africa were under majority rule.

**6 marks**

- (b) Target identification and key features of policies. Candidates should know about policies of the ANC, including argument, resort to violence. Attack on pass laws and other controversial aspects of apartheid administration. Protest against violence by the authorities. Candidates may explain reasons for tactics but maximum marks can be obtained by descriptions of tactics. Reward candidates

who are chronologically precise and who range accurately across the two decades. Use paragraphs 3-5 of the generic guidance.

**8 marks**

- (c) Target description. Candidates are likely to concentrate on the stages by which South African government came to accept the need for some accommodation with ANC. Bothas attempts to liberalise apartheid; involvement of blacks in trade unions and local government; new constitution, with a house of parliament for coloureds and Asians; abolition of pass laws. Reward reasonable chronological range across the decade and precision of material. Use paragraphs 3-5 of generic marking scheme.

**6 marks**

**Total: 20 marks**

### **Question 8**

a), b& c 6/8/6

- (a) Target: causation. Candidates should show understanding of the reasons for intervention. To attempt to end civil war in both cases and in response to invitation

**6 marks**

- (b) Target: description. Candidates should know what the UN did in its attempt to secure peace. In Congo, limited initial intervention followed by much more decisive action to bring Katanga back into Congo state. In Somalia, trying to ensure order by disarming the warlords. UN intervention here dominated by US. Also helping to distribute aid. Use generic mark scheme paragraphs 3-5: reward precise material rather than general statements about help.

**8 marks**

- (c) Target: historical judgement. The nature of the judgement is likely to depend upon the state chosen. In the case of Congo, UN at least helped to end secession, albeit at huge financial cost to UN via its Congo Fund. In Somalia, it is likely that candidates will argue no success. Since almost 40,000 troops were unable to end conflict between two large and well-armed warring forces. Withdrawal in 1994-5 while conflict still raged. Descriptions of ending of UN involvement should not go beyond 3 max. Use paragraph 8 of generic guidance.

**6 marks**

**Total: 20 marks**

## **Section B**

### **Question 9**

- (a) Target: Comprehension of /inference from source  
L1: Basic statements about nationalisation with some implication that this will bring money to Egypt, or statement that no aid is now necessary. If candidates merely quote from source, this suggests 1 marks rather than 2.

**1-2**



L2: Developed statements about why Nasser thinks nationalisation is of economic importance. Clear reference to the specific financial benefits which he asserts will accrue. Just quoting the figure is not sufficient to get to L2. Candidates must reflect on Nasser's assertion that nationalisation will give Egypt resources, or control. Candidates at this level should draw simple conclusion, moving towards inference. **3**

**3 marks**

(b) Target: Cross-reference from two sources to reach judgement about support

L1: Simple judgement. Face-value answer should be No for the one mark. One straightforward reason will secure the second mark. (*e.g.* speech seems measured; cartoon is extreme). Any conclusion is likely to be simple. **1-2**

L2: Developed statements which clearly support a reasoned judgement. Answer will probably be No because of apparent discrepancy between image in cartoon and nature of speech, but it could be Yes, because of candidates might consider that the speech itself was an extreme statement. Either way, candidates must be able to cross-refer drawing on precise evidence from both sources to support their judgement in order to secure maximum marks. **3-4**

**4 marks**

(c) Target: Evaluation of reliability of source

L1: Basic statements about reliability of source. *e.g.*, for basic understanding, notes that this is a British cartoon. Candidates may state that source is not reliable because it is biased, or it's just one man's opinion. Generic statements on reliability must be pegged to L1 **1-2**

L2: Developed statements about reliability of source. Candidates at this level should be able to discuss reliability in context both of the representation of Nasser which it gives and also in terms of what information is given about their provenance. It does not matter whether candidates argue that the source is, or is not, reliable so long as they set up considered criteria for judging reliability. Do not expect fine-grained reliability comment on both sources for maximum. It is sufficient that candidates have reflected on what conduces to reliability in the context of this source. **3-4**

**4 marks**

(d) Target: Description of key historical event

Use paragraphs 3-5 of generic guidance. Candidates do not need to use sources here and should use their own knowledge to explain the events which began with nationalisation of the Suez canal, Israeli invasion and its initial success, British and French sending of troops into Port Said, the response of the Egyptians, world opinion, the role of UN (with US and USSR agreement) and the withdrawal of troops. Candidates may talk about the outcome of the war but primary emphasis should be on the events of the war itself. Do not reward material which ranges widely beyond 1956.

**9 marks**

**Total: 20 marks**

## Question 10

a), b) & c) 5/8/7: inflexible

- (a) Focus is on cause: candidates should know about the Mandates system and Britain's involvement with Palestine (plus Iraq and Transjordan) and French with Syria. The explanation required is quite simple. Comment on the purpose of the mandate system is worth 2, further 2 marks for comment on increased British and French involvement. Maximum of 3 if no specific comment on either British or French role.

**4 marks**

- (b) Focus is on description of stages of a key development. Use paragraphs 3-5 of the generic mark scheme. Relevant to mention impact of rapid immigration (almost 20% of Palestinian population was Jewish as early as 1931). One important factor was increasing belief in national homeland - impact of Zionism; evidence of growing British and US support for the idea. Reaction of Arabs. Riots in 1929; Peel Commission as attempt to reduce tension. Reward precisely information which covers the period for maximum reward. See generic section of mark scheme paragraph 8.

**8 marks**

- (c) Focus is on the description of events. Use paragraph 3-5 of the generic mark scheme. specific post-war period so do not reward material which re-traces events before 1945. Emphasis might be on Zionist Conference at Biltmore Hotel on terrorist activities of Irgun and Stern Gang and Palestinian terrorism against British army. anxious to change British government policy on a separate Jewish homeland - attacks on British soldiers. British martial law in Tel Aviv; role of United Nations from 1947 and its declaration for partition of Palestine; Anglo-American relations over Jewish terrorism; US recognition of Israel. Best answers cover the chronological range. Maximum 5 marks for no comment before end of World War II.

**8 marks**

**Total: 20 marks**

## Question 11

Candidates choose key features here and each attracts maximum of five marks: no cross-over. Three marks for description of the event or individual; reserve the remaining two marks for indicating why it was important. This might be done in a number of ways, but look for indications that candidate can relate the specific event or individual to its wider context of developments in China.

**Total: 20 marks**

## Question 12

a), b) & c) 5/8/7 inflexible

- (a) Focus is on identification of key issues. Candidates might mention problems of corruption and frequent changes of government; role of the army, often

frustrating democratic will; impact of depression. Use paragraphs 3-5 of generic mark scheme

**5 marks**

- (b) Focus here is on explaining motives on foreign policy. Japanese army aggressive; expansion as a means of finding space for expanding population; racial motives too, attempting to rival white westerners. Best candidates will discuss both the nature of the expansion (against China, and fate of Manchuria take-over of NE China, including Peking, 1931-5; capture of Shanghai, Nanking and Hankow, 1937-8) and the aggressive means employed (invasion, military brutality and the exploitation of civil war in China). For pure description of Japanese foreign policy, without some emphasis on causation max 4. Similarly, max. 4 for excessive concentration on Second World War. Valid to concentrate exclusively on Japans relations with China till entry into Second World War.

**8 marks**

- (c) Focus here is on explanation of consequence. Use generic banding definitions, paragraph 8. Importance of US occupation under Macarthur; US dictated a democratic constitution leading to more stable governments; additional US help after Communist revolution in China helped stimulate Japanese economy - favourable trade terms increased living standards; recovery, though, on back of low wages so massive prosperity delayed. Pure description of what happened in relevant period maximum 4; beyond this candidates must offer some explanation which links outcome of war to post-war developments.

**7 marks**

**Total: 20 marks**

### **Question 13**

a), b) & c) 8/5/7 inflexible.

- (a) Focus is on description of stages. Use paragraphs 3-5 of generic banding definitions. Do not credit material before 1939, so much of the early stages of Indian independence will not be relevant here. Description might begin with All-India Congress Resolution in favour of independence. Followed by concessions by British government in 1940; Cripps mission 1942 and Quit India; growing problems of getting agreement between Jinnah and Gandhi and development of partition as an option in British minds; Simla Conference, 1945 and the Viceroyalty of Mountbatten.

**8 marks**

- (b) Focus here is on role of a key individual. Candidates should assess as required. Use paragraph 8 of generic marking scheme. Only reward material on Nehru from the Mountbatten period to his death. His role in the war with Pakistan; election victory in 1950; his leadership of India and extent to which his international role (proselytizing for non-alignment) enhanced India's respect in world affairs.

**5 marks**

- (c) Focus here is on cause; use paragraph 8 of the generic mark scheme. Most candidates will concentrate on the legacy of partition in 1947; religious division; struggle over Kashmir in 1948 and continued conflict over the Kashmir border. Need for UN presence to keep peace; short war in 1965 when Pakistan invades Indian zone of Kashmir. Invasion by India of East Pakistan in struggle over integrity of Pakistan. Description of events maximum 4; beyond this, there must be a cause focus.

**7 marks**

**Total: 20 marks**

#### **Question 14**

Two foci here: candidates are required to describe Mao's career as leader of China (for which paragraphs 3-5 of the generic mark scheme are relevant) and then to provide a historical judgement as required (for which use paragraph 8 of the generic mark scheme). Maximum 12 marks for concentration on only one side. Do not reward material on Mao before the Communist take-over of China. Good candidates should be aware of the tensions between economic efficiency and ideology and should also know why Communist party structures were of importance and also why divisions within party cadres were important in determining Mao's policies. Candidates should also know about industrial, as well as agrarian, policies and of drive for larger-scale enterprises. Importance of the Cultural Revolution and the extent to which this weakened the country in Mao's last years. On father, candidates can make a judgement either way. Extent of Mao's contribution incontestable but whether Mao's rule was as benign as the use of the paternal description indicates may be doubted.

**Total: 20 marks**

#### **Question 15**

a, b) & c) 5/8/7 inflexible.

- (a) Focus here is on cause; use paragraph 8 of generic mark scheme. Many will explain decision to sign the Camp David Accord as a reaction to recent terrorism and also to diplomacy from Carter. Importance of role of Sadat and Begin. Both sides anxious to see settlement of Palestinian question. Signatures probably reflect desire for lasting peace after such a fraught period of hostility and mutual distrust. Max 3 for description immediate background to, and terms of, peace treaty

**5 marks**

- (b) Focus here is on description. Use paragraphs 3-5 of the generic mark scheme: key elements are the boycott of Egypt by Arab League in 1979; PLO hostilities on West Bank; Israeli involvement in Lebanon conflict from 1981-5; intifada (Palestinian uprising in occupied territories) from 1987. Continued problems of the occupied territories; failure of US diplomacy in late 1980s; Palestinian support for Saddam in Gulf War increases tension in 1991; plans for further Israeli settlement in occupied territories; agreement between PLO and Israel in 1993 for staged Palestinian autonomy in West Bank and Gaza Strip. Look for reasonable chronological range and precision of information in rewarding

candidates up to maximum. Excessive concentration on one part of the chronology suggests 5 max.

**8 marks**

- (c) Focus here is both explanation and causation so use paragraph 8 of the generic mark scheme. Most candidates will say sources of conflict remain because of fundamental distrust between the groups and legacy of violence which can't be overcome. Also, widespread Palestinian belief of US support for what they see as Israeli extremism. On improved relations, possible to argue that terrorism less extensive and some limited signs of more permanent agreement on West Bank

**7 marks**

**Total: 20 marks**

### **Question 16**

Focus here is on explanation of historical significance. Candidates choose TWO and maximum mark of 12 for any one of these. Within this, descriptive answers can receive maximum of 8 marks. Beyond this, candidates will need to show why the conflicts are important. They will do this by relating the specific conflict to its wider context as, for example, by showing how conflict between Iran and Iraq polarized opinion in the middle east and also saw forces lining up in favour of, or against, Islamic Fundamentalism as practised in post-revolutionary Iran.

**Total: 20 marks**

## **Section C**

### **Question 17**

- (a) Target: Inference from a visual source
- L1: Basic statement, or bald judgement, giving limited information from source which is used at face-value (*e.g.* we can see many blacks marching; they want specific reforms) **1-2**
- L2: Developed statements showing what can be learned from the source, which goes beyond face-value and involves a degree of inference (*e.g.* march implies a degree of unity; placards show that there are specific objectives which span a variety of discriminatory practices in jobs, housing and education). Candidates select material precisely to make a clear statement about what the source reveals. Some might note a limited degree of cross-racial involvement; there are some whites in the picture. **3-5**
- 5 marks**
- (b) Target: Comprehension and inference from presented material
- L1: Basic statements showing some understanding but relying in essence on face-value points - *e.g.* no American dream for the blacks; blacks want justice and equality. Excessive lifting from the source suggests 1 mark only. **1-2**
- L2: Developed statements showing clear understanding of what Malcolm X is trying to say. He sanctions any means necessary because his analysis of the

problem suggests that argument and peaceful protest will not be enough. True revolution will not hold back and is what is necessary to achieve what the blacks demand. This maximum mark should go to candidates who make a genuine and developed inference rather than merely using the material in the source at face value.

**3**

**3 marks**

(c) Target: Cross-reference from two sources to reach judgement about similarity  
L1: Simple judgement. Face-value answer should be No for the one mark. One straightforward reason will secure the second mark. (*e.g.* peaceful protestors in A; strong defence of violence in B). Any conclusion is likely to be simple.

**1-2**

L2: Developed statements which clearly support a reasoned judgement. Answer will probably be No because of apparent discrepancy between image of peaceful protest in Photograph and the violent nature of speech. This could be linked to contextual awareness of this marches significance in history of Civil Rights. Candidates must be able to cross-refer drawing on precise evidence from both sources to support their judgement in order to secure maximum mark.

**3**

**3 marks**

(d) Target here is historical judgement about extent of success for civil rights movement. Mark according to principles identified in generic scheme, paragraph 8. Reserve Band 4 marks for responses which are knowledgeable about the civil rights movement and select from it to evaluate its success. It could be argued that it was successful in putting the case to the centre of the US political stage but less successful in making radical changes. Some good candidates may argue that the radicalisation and increased violence of the 1960s was testimony to the fact that earlier protest had had only limited success. Maximum mark of 5 for just description since focus clearly requires more. Similarly, severe chronological imbalance as between 1950s and 1960s suggests maximum of 5.

**9 marks**

**Total: 20 marks**

### **Question 18**

a), b) & c): 5/8/7 inflexible.

(a) Focus here is on cause. Relevant factors include investment; low taxation; power of advertising; growing market for manufactured goods; climate favouring economic development based on electronics and motor car industry. Maximum 3 for description of what happened in the 1920s since these developments require to be explained.

**5 marks**

(b) Focus here is on description; use paragraphs 3-5 of generic banding definitions. Candidates should concentrate only on the period from the Wall Street Crash to the advent of Roosevelt as President. Candidates should know how the Crash destroyed investor confidence. Hoover calls for public works programme. Raised

tariffs in 1930 reduces confidence still further. Widespread unemployment. Substantial decline in output of agriculture and manufacturing industry.

**8 marks**

- (c) Focus is on historical judgement about recovery. Description of the New Deal and its policies should get 4 maximum because focus is on consequence of these policies. Candidates may talk about reducing rates of unemployment and coping with a range of problems. Best candidates, however, are likely to be more guarded and/or equivocal. Recession from 1938 in wake of government spending cuts and it could be argued that depression had not been conquered by 1939.

**7 marks**

**Total: 20 marks**

### **Question 19**

a) b) & c 4/10/6 inflexible

- (a) L1: Basic statement which shows understanding that the phrase relates to lack of involvement in affairs of other states. **1-2**

L2: Developed statements which demonstrate clear understanding of the phrase and which show understanding of the historical context within which isolationism operated. Candidates may relate their understanding to the context of USA retreat of European involvement after end of World War I. **3-4**

**4 marks**

- (b) Focus here is on cause and consequence. Use paragraph 8 of generic mark scheme. Candidates may know about the struggle within Congress and the fear that US had committed itself to a struggle which was not its own. US aiming to save money on expensive defence policy and concentrate instead on policy of trade expansion. On consequences, appropriate to point out that, while US did not get itself involved in detailed diplomacy in Europe in inter-war period, it did get involved in shoring up European economies with the aim of increasing world trade and US share of this. Thus, consequences may not have been so cosmic as the isolationists intended.

**10 marks**

- (c) Focus here is on description of operation of policy. Use paragraphs 3-5 of generic mark scheme. Policy aimed at increasing US links with its central and Latin American neighbours. Trade and defence agreements were signed, *e.g.* with Mexico. To score maximum marks, candidates should understand how the policy worked and with whom treaties and accords were signed, but there is no need to refer to a wide range of countries.

**6 marks**

**Total: 20 marks**

## Question 20

5/7/8 inflexible.

- (a) Focus here is cause: candidates should know about US neutrality in early years of war and the impact of attack on Pearl Harbour and why US decided to go to war because of this. Description of Pearl Harbour attack on Japanese intentions should have maximum 3.

**5 marks**

- (b) Focus here is on cause: use paragraph 8 of generic mark scheme. Candidates are likely to concentrate on greater strategic awareness of the US. Importance of Battle of Midway perhaps as a turning point. Also advantages of the policy of island hopping. US greater technological sophistication, especially in air power and aircraft carriers. Relevant to mention possession of nuclear weapons and their use in 1945. Description of war in the Pacific should get four marks max.

**7 marks**

- (c) Focus is on description of US contribution: use paragraphs 3-5 of generic mark scheme. Most candidates will presumably know about US support for Britain and their involvement in the key initiatives in the western theatre of war. Importance of Patten. Role of US in D day and the liberation of France and attack on Germany. US contribution to the strategic war offensive. Reward answers which are precise and can select material with confidence. Candidates may wish to evaluate the extent of US contribution to the winning of the war in Europe. Such material may be credited but it is not necessary given the focus of the question. Only credit material on US initiatives in Europe itself.

**8 marks**

**Total: 20 marks**

## Question 21

a, b&c 6/10/4 inflexible.

- (a) Focus is on cause: candidates are likely to know about the unpopularity and corruption of the Batista regime. Also, the guerilla conflict led by Castro. Use paragraph 8 of generic marking scheme.

**6 marks**

- (b) Focus here is on description. Candidates should have comment on both methods and on policies. The Castro era is a very long one and candidates should have 5 max if they concentrate excessively on particular areas, especially on Bay of Pigs and on Cuban missiles crisis. Methods will include his dictatorship and also the importance of his speeches as rallying support. Use paragraphs 3-5 of the generic mark scheme.

**10 marks**



- (c) For maximum marks it is necessary to mention only two instances or developments, with brief indication of the way in which it kept relations poor. They are likely to relate to either trade or to political ideology.

**4 marks**

**Total: 20 marks**

### **Question 22**

a), b & c) 5/10/5 inflexible.

- (a) Focus here is on description: what is described will depend on the state chosen. Use paragraphs 3-5 of generic mark scheme.

**5 marks**

- (b) Focus here is on description of policies, with link to attempt to tackle problems. TWO rulers are chosen and maximum of five for each. Emphasis should be on policies which attempted to tackle problems rather than more generally on what the leaders did. For policies without evidence of selection for this purpose, maximum of three for each.

**10 marks**

- (c) Focus here is on historical judgement. Use paragraph 8 of generic banding definitions. Material should be selected to sustain the analytical focus. Up to 3 marks may be awarded for descriptive material which has not been credited in b). Maximum of 3 for treatment of one ruler.

**5 marks**

**Total: 20 marks**

### **Question 23**

a), b) & c) 5/7/8 inflexible.

- (a) Focus is on historical explanation; use paragraph 8 of the generic banding definitions. Candidates may interpret the focus as on cause, and this is legitimate. Relevant factors include: unpopularity of Vietnam war and high casualties; extent to which Vietnam had stymied hopes of wider social reform within Johnson's Great Society; experience of Nixon and his campaigning skills; assassination of Robert Kennedy..

**5 marks**

- (b) Focus is on description of Nixons policies in respect of Vietnam after 1968. Nixon ended the war by effecting troop withdrawal. Vietnamization policy, ensuring that greater burden borne by Vietnamese. More bombing, but involvement brought to an end by 1975, though on terms which effectively capitulated to Communist demands. Use paragraphs 3-5 of banding definitions. It is legitimate to credit material on why US lost, provided that the focus is on the relevant period.

**7 marks**

- (c) Focus is historical judgement. Candidates may wish to make use of his diplomatic initiatives, not least with China and also to his wider diplomacy aimed at maintaining US strength against the USSR while not pushing the Cold War so far. Candidates may argue the case either way and will be rewarded on basis of judgements supported by well selected evidence. For description of Nixon foreign policy, maximum 4 marks.

**8 marks**  
**Total: 20 marks**

### Question 24

Focus here is on explanation of importance, so use paragraph 8 of the generic mark scheme. Candidates must choose FOUR here, but they may get a max of 7 from any one. Answers to a particular section which are purely descriptive and which make no attempt on importance should receive 3 marks max. Wholly descriptive answers will have a maximum of 12. In showing *importance*, candidates might be expected to show how the particular factor related to wider issues or developments in US society. It is important, as always, that candidates use precise and well-selected material in order to receive maximum reward. As always, reward material which is specific and shows evidence of having been selected.

**Total: 20 marks**

## Section D

### Question 25

- (a) Target: comprehension and inference.
- L1: Basic statements about Mussolini's speech: Italy in the right; Abyssinia unworthy  
Do not reward material which comes from outside Extract A **1-2**
- L2: Developed statements about Mussolini's justification from Extract A. At this level, candidate will make inference about overall justification: Italy had just rights to the territory and Abyssinia could be invaded because everyone who mattered agreed that it was uncivilised. Best candidates may make the inference that Mussolini believes League should not intervene because Abyssinia does not come up to European standards of civilisation. **3**
- 3 marks**
- (b) Focus here is on cross reference to reach a valid historical judgement.
- L1: Basic statements which provide, or imply, some cross-reference: *e.g.* Extract A asserts that Britain will not spill blood but Cartoon A provides indication that Britain is prepared to fight. On the face of it, there is no support. At this level, candidates might merely select evidence from the two sources, leaving integration implicit. Visual evidence will be taken at face value. **1-2**
- L2: Developed statements from both sources which reach a valid judgement. Candidate at this level can argue either way, but must reach an overall judgement. Can argue that there is no support because of what is said in cartoon and the apparently menacing posture of John Bull (though do not expect this visual recognition as necessary to reach Level 2). Alternatively, candidate might note the sardonic tone of Cartoonist who

clearly argues that Britain and France are only posturing. On this interpretation, the Cartoon actually supports Mussolini's assertion, though not necessarily for the reasons he might give.

**3-4**

**4 marks**

(c) Target: reaching a judgement about attitude of cartoonist on basis of presented evidence

L1: Basic statement of opinion from source, Cartoon is handled at face value. At this level, candidate should appreciate that cartoonist is opposed and might quote a specific piece of evidence from the cartoon: either visually or comment on mild disapproval **1-2**

L2: Developed statements about cartoonist's attitude. At this level, candidate must both appreciate the candidates hostility to British and French reaction and be able to discuss why: the cartoonist is being bitterly ironic: we shall probably issue. Candidate could also use the visual element to note that all Britain and France are doing in response to aggression is wagging fingers. Best candidates will pick up the irony of awful warning

**3-4**

**4 marks**

(d) Target here is explanation of consequence. There appear to be two foci here but they are so closely linked that it is possible to reach maximum marks by discussing them together. The fate of the League by this stage is intimately bound up with the actions of France and Britain anyway. Use criteria in paragraph 8 of the generic mark scheme. Good candidates will have some precise material on consequences: demonstrating the inadequacy of the League to handle determined aggression and the reaction of France and Britain in terms of appeasement of the dictators. Candidates might mention the inadequacy of sanctions. It is also relevant to mention the importance for the dictators. Many will argue that this incident proved to Mussolini that aggression was justified, a lesson which was not lost on Hitler anyway. Some very good candidates could argue that this particular crisis was of little significance in determining German foreign policy anyway. Maximum of 5 for candidates who merely describe key issues in international relations related to aggression and appeasement between 1935 and 1939. To get beyond this, candidates should demonstrate how later events were influenced as reactions to Mussolini's success in facing down threats of the League and the democratic powers.

**9 marks**

**Total: 20 marks**

## **Question 26**

Focus here is on historical judgement about the role of a key individual. Descriptions or biographies of Lenin's career will therefore attract a maximum of 12. See paragraph 8 of generic guidance. General biographical treatment should be restricted to the period when Lenin was in power. Candidates should know about Lenin's role in the October revolution, about his leadership in the civil war and about the key economic policies: war communism and the New Economic Policy. It is also valid to comment on the significance of Lenin's determination to withdraw Russia from World War I. On achievement, most are likely to argue that he was crucial to the success of the

Revolution, providing it with focus, ideological clarity and steely, ruthless determination to make it work. It is possible to take a less favourable overall view, though, particularly if Trotsky's involvement in ensuring that the Whites were defeated in the civil war is taken into account. It is also possible that his control over Russia slackened markedly after his first stroke in 1922.

**Total: 20 marks**

### **Question 27**

a)& b)8/12 inflexible.

- (a) Focus here is predominantly on description, though linked to some understanding of nature of threat. Candidates choose TWO and each choice attracts a maximum of four marks. Better candidates should be able to focus their material on each of the options in terms of threat specifically to a *democratic* regime and this should involve understanding of the nature of each threat: Spartacists from the revolutionary Communist left, Kapp by Free Corps officers concerned about reductions in armament size, Beer Hall Putsch threat from Hitler and National Socialists.

**8 marks**

- (b) There are two foci here. Maximum of eight marks for each. On how, it is important to reward candidates who can develop the narrative precisely from the Wall Street Crash to Hitler's appointment as Chancellor in January 1933. Do not reward material outside this time frame. On why it is possible to allow reflections which go before 1929 because candidates may choose to emphasise long-term (failure of the Weimar Republic to gain support from a sufficiently wide cross-section of community; festering resentment at the perceived injustice of the Versailles settlement) as well as short term factors. Short-term factors will include the economic depression and unemployment which caused substantial opposition and the challenge from both the left and right with their broad-brush solutions. The collapse can also be explained in terms of short-term political manoeuvrings and miscalculations, not least that many in the political classes believed that Hitler could be brought within the pale and tamed.

**12 marks**

**Total: 20 marks**

### **Question 28**

a, b & c 4/8/8 inflexible.

- (a) The focus here is on description and candidates should know about the establishment of the League as part of the peace process and to try to ensure international harmony and co-operation. It is relevant also to mention Wilson's fourteen points. Candidates should be rewarded for precise information about origins

**4 marks**

- (b) Focus is on explanation of mechanism of League through its Covenant. Candidates should know about the roles of the deliberative Assembly, executive

Council and permanent Secretariat. Good candidates will give specific information about the Court of International Justice, Mandates and Minorities Commissions and the social & economic organisations: International Labour Organisation, Health Organisation etc. Reward knowledge of how the League was intended to operate and max of 6 for pure knowledge on this. Reserve 7 and 8 for candidates who can discuss the significance of the mechanism in terms of international harmony.

**8 marks**

- (c) Focus here is on historical judgement. Use paragraph 8 of the generic mark scheme. Candidates should stick to the chronology here and may well argue that it was successful in settling territorial disputes, especially over Aaland Islands and between Iraq and Turkey, Bulgaria and Greece and between Poland and Lithuania. Failure of the League to broker Italian evacuation from Corfu, which dispute was settled by the Great Powers. Candidates may mention failure of League to prevent Japanese aggression in Manchuria in 1931, but this is not strictly necessary on a European paper. Maximum of 5 marks for material on peace-keeping activities. Candidates should also provide overall assessment of success of initiatives such as mandates and problems created by initial absence from League of Germany and Russia.

**8 marks**

**Total: 20 marks**

### **Question 29**

a), b) & c) 5/8/7 inflexible.

- (a) Target here is description of key features of Khrushchev's attack. Use paragraphs 3-5 of the generic mark scheme. Candidates are not required to explain why Khrushchev acted as he did. Key aspects concern Khrushchev's assertion that Stalin abused his powers, attacked loyal communists without proper reason, failed to prepare for the war and, once in it, made huge blunders costing thousands of lives.

**5 marks**

- (b) Two foci here and maximum of 5 for exclusive concentration on one. Key element here is dismantling of Stalin's tight system of economic controls. Agricultural policy devolved much more to regions. Virgin lands scheme. Lesser emphasis on artistic censorship and more western influences allowed into the Soviet Union. Candidates may answer that Soviet Union enjoyed some benefits from these policies but that mistakes in economic management and other domestic policies ensured that less was achieved than had been anticipated.

**8 marks**

- (c) Focus here is on explanation of change. Description of the policies of Brezhnev will get maximum of 4 marks. Beyond this, candidates must make comment on similarity and difference. Similarity in tight central control and use of the Communist party. New constitution issued. Main difference may be in Brezhnev's

greater belief in central direction and planning. Image of Brezhnev is also of greater discipline and authoritarianism but best candidates may answer that there was relatively little fundamental change.

**7 marks**

**Total: 20 marks**

### **Question 30**

a), b) & c) 4/8/8 inflexible.

- (a) L1: Basic definition of term: anything which implies understanding of movement from colonial to independent governments **1-2**  
L2: Developed explanation of term which shows what it is and locates this in particular context. Most likely here example might be given of nations which had received their independence or would shortly do so. Best candidates might be able to note the significance of Macmillan's speech in South Africa, which would prove the most resistant to the wind of change **3-4**

**4 marks**

- (b) Focus here is on cause. Reward material only on one country, although the basic arguments might cross national barriers. Differences of view derive from perceptions about the value, or otherwise, of colonial relationship: extension of power and an indication of the nation's prestige on the one hand, or an increasing drag on resources and manpower on the other. Also differing responses to independence movements.

**8 marks**

- (c) Focus here is on description. Use paragraph 5 of generic mark scheme. Precise material selected will depend on the nation and colonial power chosen. Some countries were prepared for independence over quite a long period; others had independence thrust upon them almost unawares. Reward precise material which concentrates on the run-up to independence.

**8 marks**

**Total: 20 marks**

### **Question 31**

Focus here is on explanation of change. Description of Thatcher's policies will reach 12 max. Use paragraph 5 of generic mark scheme. Also, max of 12 for excessive concentration on one part of this answer. On Europe, valid to mention determination to get reduced contribution to EU budget and generally abrasive relations. Also, however, her policies led to greater involvement with Europe. On standing in world affairs, valid to mention decisive stand in certain areas: anti-Communism, great support for Reagan. Also, Britain's successful defence of the Falklands against Argentina which led to increased respect for British military and naval power. Good candidates might challenge how far the Thatcher years brought real change in Britain's standing rather than merely perception that the nation was somehow punching its weight again.

**Total: 20 marks**

### **Question 32**

Focus is on description and historical judgement so use paragraphs 3-5 and 8 of the generic marking scheme. Obviously, the answers will depend on which are chosen, but candidates choose TWO. Maximum mark of 12 for any one. Within this, maximum of 7 for exclusively concentration on ways or extent. On extent, look for ability to select material to demonstrate understanding that a qualified judgement is looked for. One 'ways' look for precise material, including some indication of the chronology or chronologies chosen.

**Total: 20 marks**

## **MODERN WORLD HISTORY 7263, CHIEF EXAMINER'S REPORT**

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### **General Comments**

The examiners have noted a marked improvement in quality of answers on this Syllabus since 1998. It seems likely that performance overall has now reached something of a plateau. However, it is welcome to be able to celebrate a further improvement on the June 1999 outcome, albeit a modest one. Both teachers and candidates deserve congratulation. Candidates seem happy with the adjustments which have been made to the question types. These were explained in the June 1999 report but perhaps bear repetition now for the benefit of those new to the Syllabus who are relying on past papers as a guide to what they may expect.

The main features of the questions may be summarised as follows:

1. Each of the document questions (one for each of the four regional sections) now has four, and only four, sub-questions. Document questions will remain optional and candidates may not answer more than two.
2. Document questions normally present candidates with two sources for their use. One is normally a written source and one non-written, as for example a cartoon, a photograph, a table of simple statistical information, etc.
3. These four sub-questions will each have a predominant focus:
  - 3.1 Question (a) asks for an identification or for a basic piece of information to be extracted from the presented source material.
  - 3.2 Question (b) normally asks for candidates to make an inference, or a simple judgement, based on understanding of one source.
  - 3.3 Question (c) will be one of two types. It may ask for candidates to obtain material from two sources by exercising skills of cross-reference. This cross-reference may itself require a simple judgement. Alternatively, it may ask candidates about the usefulness or the reliability of a source for a particular purpose.
  - 3.4 Question (d) asks candidates to make a judgement on the basis of their historical knowledge. These questions are always last in sequence and have the highest mark tariff. Candidates should consider them as mini-essays.
4. The mark allocations for document questions will vary only within narrow parameters. Thus, the final question carries either 9 or 10 marks. The remaining three questions will normally carry either three or four marks each, though a particularly rich source might suggest a question which could on occasion permit five marks to be earned.
5. Most of the non-source questions also follow a standard format. Most are in three parts. At least one of these three parts requires candidates to identify causes or consequences of events, or to reach judgements about key events, developments or individuals.
6. In each section of the paper, one question will not normally be subdivided in terms of marks, though different tasks may be set. Such questions may be complete essays, or they may require students to write about the importance of a number of key events or individuals.
7. A small number of two-part questions may be set when the subject matter demands it.
8. The last question in any section may be set on topics relating primarily to social, economic, cultural or environmental history. Each examination paper will contain at least two such questions.



This is an Ordinary level examination and examiners do not expect great sophistication or extensive development of analytical points. A large number of descriptive sub-questions will continue to be set. As the mark schemes make clear, also, even when the focus of a sub-question is analytical, a predominantly or even exclusively descriptive response will still get reasonable credit, if the information on display is precise and accurate. However, as a large number of candidates this year successfully demonstrated, history is a subject grounded in judgement, argument and debate. The highest marks will go to candidates who not only have a secure knowledge of the subject matter, but can also use their knowledge selectively to support an argument or judgement.

The balance of answers did not differ significantly from that of previous years. Sections C (The USA and the Americas) and D (Europe) remain much more popular than Section B (Asia and the Middle East). This year USA questions were the most popular (helped by a very popular document question on Civil Rights), followed by those on inter-war Europe. Section A (Africa) is the least popular and the document question on colonialism in Africa attracted few takers. In Section B, only the Document question on the Nasser and the Suez Crisis and the two questions on China attracted significant numbers of candidates.

## **Section A**

### **Question 1**

In Question 1, most candidates could 'read' the message of the visual adequately and marks from 2-4 were common in part (a). In 1 (b), maximum marks were frequently obtained since candidates found Robertson an accessibly source and could readily judge the Governor-General's attitude to colonialism. Answers to 1 (c) were less convincing. Candidates were uncertain how to use provenance as an aid to judging reliability. They were even uneasy about detecting 'bias'. Answers to 1 (d) tended to be disappointingly vague. Most candidates, ignoring the hints given in Extract B, were unable to offer comment on the extent to which colonial power prepared states for independence. In response to the first part of the question, few candidates offered much in the way of precise evidence, preferring to offer very general statements about the activities of guerilla forces or freedom forces. The phrase 'conditions in that state' seemed not to be widely understood.

### **Questions 2, 3 & 4**

Very few answers were seen to Question 2 and 3. Question 4 attracted the interest of candidates from a small number of Centres. When it was attempted, however, it tended to be done well. Many candidates scored maximum marks in 4 (a) because they were well able to explain how Ghana achieved independence. Answers to 4 (b) tended also to be well informed about Nkrumah's policies as leader of independent Ghana. Only 4 (c) produced low scores, perhaps because candidates found the evaluative element of the question challenging and were unable to provide precise evidence.

### **Question 5**

A handful of answers were seen to Question 5, where the favoured leaders tended to be Gaddafi and Amin. Some candidates were very well informed and, although there was a tendency to repeat material in part (b) which had already been used in (a), some good overall responses were seen.

## Questions 6 & 7

Very few answers were seen to Question 6. Question 7 proved more popular but did not score highly. This was largely because in 7 (b) candidates lacked sufficient evidence about the activities of the African National Congress. Many candidates ignored the chronology entirely; answers which made no specific reference to dates were very common. In 7 (c) likewise, specific evidence on the Botha government was not frequently encountered. By contrast, 7 (a) scored more highly, largely because candidates were able to explain why apartheid was unpopular outside South Africa. Some perceptive responses on the build-up of international opposition were seen. However, it seems that the inability to write relevantly about change in South Africa after 1989 hampered many candidates. Knowledge about developments in South Africa after 1948 seems to be very patchy.

## Question 8

A few answers were seen to Question 8. These predominantly opted to answer on the Congo, rather than Somalia, but few candidates had the detailed knowledge of UN activity which the question required. Too many candidates offered only a generalised picture of the problems encountered in the Congo, thus explaining (at least by implication) why UN intervention was considered necessary. After this, however, answers tended to be on conditions in the state selected rather than on UN actions.

## Section B

### Question 9

Here Question 9, the source-based question, proved moderately popular but it was not particularly well done. Mark distributions for the sub-questions closely followed the pattern of Question 1. Thus, most candidates could understand Extract A and the message of Extract B. In 9 (a), however, some marks were lost because candidates did not draw the inference about greater economic self-sufficiency after the Suez Canal had been nationalised. Most candidates in (b) argued that the ranting figure portrayed in Extract B gave a very different impression than that conveyed in Extract A. Some argued that the overall impression given by the two extracts was the same. Both showed that the 'Treaty' (shown in Extract B) was clearly being destroyed by Nasser and the speech confirmed this impression. Examiners rewarded any validly reasoned statement. 9 (c) scored much less well. Clearly many candidates do not know how to evaluate reliability from a source. It is necessary to make use both of the content of the source and the provenance. Thus, in this case, it would have been valid to argue that a historian would wish to be cautious about accepting this view of Nasser as a ranting breaker of his word. The cartoon came from a British paper at the time of the Suez Crisis, and this depiction could be argued to be pandering to a xenophobic British audience. Good candidates might also have noted how reliable this cartoon was as evidence of British public opinion in 1956. Examiners were surprised to discover how little precise knowledge about the Suez crisis most candidates had. Many clearly wished to talk about Nasser's policies in the 1950s more generally. Many spent too much time on the Aswan dam project.

### Question 10

Answers to Question 10 were not numerous but overall the quality was good. Knowledge of the Mandates system was secure, and many candidates had clear knowledge and understanding of deteriorating relations between Arabs and Jews. For some, however, the precise chronology did not appear to be what was wanted. A lot of material which might have appeared in (b) found its way into (c), and some answers were much too general in their description of 'bad relations'. In 10 (c) many candidates had little or nothing to say before 1946 and there was insufficient concentration on the consequences of terrorist action.

### **Question 11**

Question 11 was popular and elicited a number of strong answers. Candidates clearly appreciated the opportunity to write about four key individuals or features of Chinese history in the years to 1939. Among the options, Sun Zhongshan, Jiang Jie Shi and the Long March were the most popular, but all attracted a considerable number of takers. Most candidates made some attempt to show why the options they chose were important, though only the best had the confidence to link to long-term consequences or implications. Predictably, those who chose the Long March were most confident in showing 'importance'. Too many answers on Jiang ended in the 1920s.

### **Question 12 & 13**

Neither Question 12 nor 13 was popular. For those answering Question 12, knowledge of Japanese history in the years 1945-52 was much less secure than in the 1920s and 1930s, though explanation of why Japan acted aggressively was not secure either. The focus of Question 13 caused problems for the candidates who answered it and clearly deterred many more. Candidates scored well on 13 (a), although few conceived the answer in terms of 'stages' on the road to independence. A surprising number had little to offer before 1945 and some tried to make use of much earlier material on Gandhi. Nehru's rule after independence is not well known and many candidates failed to make any progress in their answers to 13 (c) beyond 1949.

### **Question 14**

Question 14 was popular and generally well done. As might be expected, knowledge of Mao is extensive and nearly all the candidates maintained the correct chronological focus, doubtless in many cases because they had already had opportunity to score strongly on the Long March in Question 11. Knowledge of the Five Year Plans is good and, down to 1966, most candidates were able to make well supported statements. The prevalent weaknesses in the answers were much weaker treatment on the Cultural Revolution and the period which followed it, and an absence of comment on whether or not Mao deserves to be described as 'the father of a new country'. Since this was a key focus of the question, the lack of much in the way of comment on it was disappointing.

### **Questions 15 & 16**

Question 15 attracted only a handful of candidates and answers were not strong. As with many topics in modern world history, answers which concentrate on the last twenty years or so tend not to be well done. Examiners appreciate, of course, that Centres have difficulty in keeping their resources up to date and they are always careful to ensure that there is an adequate choice of questions on the period before 1980 or so. However, newspapers can provide a strong teaching resource, particularly when

they include reflective articles, for example, on China since the death of Mao or on why the Camp David accords did not lead on to a settlement of the conflict over Palestine and Palestinian rights. Question 16 was all but ignored. A handful of answers were seen which dealt with Lebanon and the Iraq-Iran war but levels of knowledge were not high.

## **Section C**

### **Question 17**

The first three questions in this Section proved to be the most popular on the whole paper. Clearly, US history from 1918 to the 1960s is much studied, and civil rights is a particularly attractive topic to many students. Question 17 elicited some strong answers, but a surprising number lost marks in 17 (a), despite clearly understanding the aims of the civil rights movement. This was because many failed to make explicit use of the source. The photograph was clear and the placards conveyed a rich range of civil-rights messages. Yet large numbers of candidates ignored this material and wrote what they knew about the targets of civil-rights campaigners. Answers to 17 (b) were generally strong. Most clearly understood Malcolm X's message well enough and could explain why he advocated violence. The contrast between Photograph A and Extract B was sufficiently strong to permit unequivocal responses to 17 (c); most candidates scored two or the maximum three marks here. Question 17 (d) produced a fair range of responses, although too many were rather generalised. Knowledge of civil-rights legislation in the 1960s, or even of the policies of Kennedy and Johnson more generally, did not feature as frequently as the examiners intended.

### **Question 18**

The most popular question on the entire paper was Question 18. It was also one of the best answered. Most candidates could score well on all three parts. Indeed, a significant number of maximum marks was awarded to 18 (a). Some candidates unbalanced their answers by writing about the 1920s at excessive length, forgetting that 15 of the 20 available marks were available for knowledge and understanding of US economy and society in the years 1929 – 41. On 18 (b), although most answers showed good overall understanding, there was a tendency to look exclusively at the Wall Street Crash. Knowledge of how Hoover attempted to deal with the ensuing crisis was not strong. In 18 (c) many candidates offered little or no evaluation of the extent of economic recovery, although some stronger candidates did make use of information about unemployment levels throughout the 1930s.

### **Question 19**

Question 19 proved to be much more popular than it should have been. Most candidates could explain 'isolationism' in 19 (a) and some could provide some specific contextual references which enabled them to acquire three or four marks. However, knowledge of US foreign policy in the 1920s and 1930s was frustratingly weak. Some candidates took the opportunity to discuss the implications of isolationism for social and economic conditions within the US and, although this had not been the intended focus, examiners recognised that this was a valid response. It is, of course, open to candidates to argue that US foreign policy was far less 'isolationist' than the use of the term implies. US support for European recovery plans in the 1920s, after all, was far from trivial. However, few candidates took this line. The real problem with this

answer, however, came in 19 (c). Only about one quarter of candidates understood what the phrase 'Good Neighbor' meant. Very few confined answers to the Americas and much irrelevant writing was seen on US response to the emergence of the dictators in Europe. A very large number of nil scores was recorded for this sub-question.

### **Question 20**

Question 20 was popular, though somewhat less so than the earlier questions in this section. The events at Pearl Harbor are well known and enabled candidates to score reasonably well on 20 (a), although broader factors inclining to US involvement in the war were less frequently mentioned. 20 (b) produced some overly general answers, though a minority did possess the required detail. Answers to 20 (c) were, however, weak. Candidates seem to find it difficult to adjust their focus to the European theatre of war after the first two sub-questions. They were mostly ignorant of factors other than those associated with D-Day, the US involvement in the liberation of France and the push eastwards which followed it. Even here, material usually lacked precision.

### **Questions 22 & 23**

A few candidates answered Question 22. Question 23 attracted a few and, clearly, some centres study the domestic US context of the Vietnam war. Inevitably, a number of candidates used the question to provide information about the war but the focus was usually, and appropriately, on Nixon's attempts to bring it to a conclusion. In 23 (a), however, candidates tended to mention no factors other than those involving Vietnam in explaining how Nixon became President. It is indicative of the cast of the answers how few candidates even mentioned H. H. Humphrey, despite the fact that he came within an ace of winning the 1968 presidential election.

### **Question 24**

A few candidates attempted Question 24 but answers were not strong. The examiners gained the impression that some able, but underprepared, candidates were answering it on the basis of their general knowledge. The most popular options were the AIDS scares (where a US focus was not invariably maintained), the Gulf War, TV situation comedies (where answers tended to be very general indeed) and proceedings to impeach Clinton (on which candidates had full, not to say lubricious, knowledge). In general, however, lack of knowledge characterised answers whichever options were selected.

## **Section D**

This section was almost as popular as Section C. As in previous years, however, the answers attempted came overwhelmingly from the early part of the Section. The impression remains that very few candidates study any European history after 1939. They rely on a good range of questions on the dictators and on peace-making and peace-keeping after World War I. This year's questions did not seem to disappoint in this regard. Questions 25, 27 and 28 were all popular, with Question 26 not far behind.

### **Question 25**

Candidates evidently appreciated the focus of Question 25, on Mussolini and the Abyssinian Crisis. Most could cope at least adequately with parts (a), (b) and (c). In 25 (a) many marks of two or the maximum three were awarded for noting that Mussolini

considered Abyssinia an uncivilised nation. A few also said that Mussolini did not expect any hostility from Britain. Answers to part (b) discriminated well. Most candidates argued that the evidence of the cartoon did support the message of Mussolini's speech, although some suggested that the 'mild disapproval' nevertheless represented a contradiction in Mussolini's assertion. Either response could receive maximum marks so long as the case was argued. 25 (c) proved to be a good discriminator. A fair number of candidates did not understand the ironic message of the cartoon. These tended to argue that the cartoonist either approved of British and French reaction or they failed to make any judgement at all, confining themselves to what they could see in the cartoon. A very wide range of marks was awarded to Question 25 (d). The main weakness lay in the lack of chronological coverage. Many candidates either eschewed dates altogether or concentrated on the period 1938-39. Links to the Abyssinian crisis were tenuous in many cases and entirely absent in others. A common response was to offer descriptive materials on European foreign policy in the years from 1935-39, leaving the League of Nations almost out of the picture.

### **Question 26**

Question 26 attracted some strong candidates who had clearly studied the Russian revolution and its immediate aftermath with profit. Others, however, offered an undifferentiated biography of Lenin. Answers in this vein made no attempt to concentrate on the period from the success of the October revolution to Lenin's death. Answers which dealt with the whole of 1917 were commonly encountered. Good candidates tended to know both about the civil war and the New Economic Policy. The best candidates discussed the apparent *volte face* which the NEP represented in the light of an overall assessment of Lenin's achievements, but answers which entered this territory were very rare.

### **Question 27**

Question 27 produced some varied answers, but well-prepared candidates tended to find it eminently accessible. Less able ones had enough overall understanding to achieve according to their abilities and, overall, this question attracted the highest mean score of all answers in this Section of the paper. In 27 (a), all three options attracted significant numbers although details of the Kapp Putsch tended to be more blurred for many candidates than they did in the other two options. The main problem encountered in answers to 27 (b) was lack of chronological specificity. Too many candidates ignored the dates entirely, focusing their answers on long-term weaknesses of the Weimar Republic. Detail on the period 1929- early 1933 was very limited. Knowledge of Weimar governments in this period was very sparse.

### **Question 28**

Question 28 was as popular as Question 27 but significantly less well done. However, Wilson's role was generally well-known and a number of maximum marks were earned in part (a). Candidates generally found it difficult to relate the nature of League organisation (though this was not infrequently confused with that of the United Nations more than twenty years later). Clearly a number of candidates did not appreciate the fact that 28 (c) ended in 1933. Most candidates obtained credit for their knowledge of Japan and Manchuria from 1931 but fewer had sufficient knowledge of League activity in Europe in the 1920s, as for example over the Aaland Islands, over the Greek invasion of Bulgaria in 1925 or even over Mussolini's bombardment of Corfu. Overall, understanding of the League's role and importance was not strong.

## Questions 29 - 32

Questions 29- 32 were hardly touched. The few who attempted Question 29 tended to achieve most of their marks on part (a), despite the overall mark allocation. Knowledge of the Brezhnev era is very thin indeed. Answers to Question 32 are also weak and depended disproportionately on general knowledge rather than on specific reactions by western governments to the problems and issues identified in the question. Though not popular, this question did attract a disproportionate number of candidates who were weak elsewhere and who seemed stuck for a final question.

### General concluding observations

Although standards on this paper were reasonably high in June 2000, it is worth repeating some of the messages conveyed in the report on last year's examination. Together they represent the main reasons why candidates continue to lose marks. Some, at least, are reasonably easily rectified and candidates should be made aware of the priority which examiners give them they allocate marks. Attention to them should encourage candidates to get the best value from the hard work and preparation for the examination which so many of them have clearly put in.

- (a) **Inability to understand the focus of the question.** Candidates should be encouraged to reflect that questions beginning 'Explain...' or 'Why....' require a predominately analytical response, whereas questions beginning 'Describe....' have their focus in narrative or description. Too few candidates understand this distinction.
- (b) **Failure to recognise the significance of dates.** Some questions performed less well than hoped because candidates clearly did not know to what chronology the question they were answering applied – even though it had been precisely indicated in the question.
- (c) **Failure to perceive the specific purposes of sub-questions.** Examiners were frequently crediting material which appeared in sub-question (b), for example, when it was properly relevant to (a). Examiners exercise reasonable tolerance in these matters but candidates do themselves no service if they do not read through the questions carefully to assure themselves which material should fit into which sub-question before they begin writing. Each of the parts should be thoroughly read before answers are begun. It might also be a useful ploy for some candidates to write brief notes on each before they move on to the substantive part. That way, more material is likely to find its way into the right sub-question.
- (d) **Inattention to the mark allocation for sub-questions.** Examiners understand that candidates can only write on things they know about. However, a number of candidates prejudice their chances of high marks by ignoring the mark allocations and writing excessively on part-questions which carry only a small number of marks, say 3-5 out of 20. The mark allocation should be a guide to the length of an answer. It would help many candidates to take just a few seconds to understand how to allocate their writing time within questions.

- (e) **Ignoring the sub-question format entirely and writing a question in two or three parts as if it were an undifferentiated essay.** This is bad practice and usually results in significant loss of marks. Candidates should be told to begin each separate sub-questions by indicating the letter to which it refers. They should also leave at least one line between the end of the answer to questions (a), for example, before they begin their response to question (b). not only does this make answers easier for examiners to mark; more importantly, it makes it much easier for candidates to clarify what *their* meaning is – and thus make it more likely that they will be credited for what they know and understand. Answering the questions in the format required by the examiners suggests a degree of preparation and organisation which deserves reward.
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## **MODERN WORLD HISTORY 7263, GRADE BOUNDARIES**

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Grade	A	B	C	D	E
Lowest mark for award of grade	63	51	39	34	29

**Note:** Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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