Mark Scheme with Examiners' Report

London Examinations Ordinary Level GCE in History (Syllabus B) (7262)

June 2002

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Mark Scheme and Chief Examiner's Report
June 2002

HISTORY (SYLLABUS B) 7262

Mark Scheme

Chief Examiner's Report

Grade Boundaries

HISTORY (EUROPEAN) 7262, MARK SCHEME

General Mark Scheme

÷ Two main skills are being tested in this examination: **description** and **evaluation**.

    ÷ **Description** requires candidates to provide accurate information on an event, individual or key feature. Full marks will be achieved by candidates who produce comprehensive, well-ordered and accurate information.

    ÷ **Evaluation** requires analysis and the higher marks (normally beyond half-way) will be awarded to those who focus tightly on the question. Answers that are simply compilations of facts will not gain high marks. The question-specific mark scheme gives further guidance.

÷ Answers of a descriptive nature will be marked using the following criteria:

Extent of knowledge:	how much is certainly known?
Accuracy:	is the information on offer correct?
Relevance:	how much of what is known is clearly related to the topic in hand?
Balance:	is the knowledge sufficient to provide a balanced treatment of the topic?
Selection:	how effectively is the knowledge selected to demonstrate familiarity with the subject matter and the ability to place emphases?

÷ Most questions require the candidate to display a range of skills and knowledge in constructing their answer. Below is a table that shows how the answer is broken down to result in an overall score. The middle row is a percentage figure and the right hand column is an example of how this ratio would apply to a question with a 20 mark total.

Extent of knowledge:	15%	3
Accuracy in use:	15%	3
Relevance:	20%	4
Balance:	25%	5
Selection and pointing:	25%	5
Total	100%	20 marks

÷ The Banding system used when marking candidates' answers is based on the above ratio. Below is an example of how the Banding systems relates to a question worth a maximum of 10 marks.

    Band 1:   Produces some accurate information which can be related to the question set. There may also be some inaccuracy and/or irrelevance. **1-3**

Band 2: Produces accurate information directly related to the question set **4-6**

Band 3: Produces a good range of accurate information sufficient to support a balanced treatment of the topic **7-8**

Band 4: Produces a good range of accurate information, effectively selected to support a balanced treatment of the topic **9-10**

÷ Answers are marked based on their relevance to the question and not according to how many facts are listed. Credit is not given on the basis of one mark per correct fact. The best answers display a range of skills and not just factual accuracy, something that is reflected in the mark scheme.

÷ Similarly, candidates are not actively penalised for factual errors. Marks are lost by what is not there, rather than what is. Inaccuracy will result in a low mark for 'Accuracy' and, by strong implication, also 'Extent of knowledge'.

÷ A Banding system is alsoused to mark answers to Evaluative questions. Although an Evaluative question requires the candidate to demonstrate a range of analytical skills, purely descriptive elements are given credit. However, whilst some marks will be given to descriptive answers, they will never receive the highest marks in response to an Evaluative question – a purely descriptive response could gain only half the available marks.

Band 1: In an otherwise wholly descriptive answer, makes very occasional links to the question through either an interlinking sentence or an evaluative introduction or an evaluative conclusion. **1-3**

Band 2: In a predominantly descriptive answer, makes some links to the question by either secure analytical links or by a relevant introduction and conclusion. **4-6**

Band 3: The answer is predominantly evaluative and, although descriptive passages are encountered, the precise focus of the question (eg cause, consequence, assessment of relative importance etc.) has been understood **7-8**

Band 4: The answer is conceived evaluatively and the precise focus of the question (eg cause, consequence, assessment of relative importance etc) is kept clearly in mind throughout the answer. **9-10**

÷ The content-specific part of the mark scheme that follows should be interpreted in the light of this general guidance. Where sub-questions have both a descriptive and an evaluative element (eg 'Give an account of x, showing how far this phenomenon influenced y'), half of the available marks should normally go for the descriptive and half for the evaluative element.

Section A. European History, 1763 - 1870

1. (a) Focus here is cause, and description will earn a maximum of 4 marks. Use paragraph 8 generic mark scheme. Reasons should include noble veto on legislation which restricted prospects of change and conflict over who should be king. These weaknesses confirmed under Stanislaw Poniatowski from 1764. Poland seen as helpless pawn in European diplomacy.

(8)

(b) Focus here is on description. Use paragraph 5 generic mark scheme. W. Prussia and Ermland went to Brandenburg-Prussia, Polish Livonia and White Russia to Russia. Austria got Galicia and Lodomeria. Best candidates may mention contending territorial ambitions of the central European powers.

(6)

(c) Focus here is on historical explanation. Use paragraph 8 of generic mark scheme. Maximum 4 marks for description. Key issues will include Polish attempts at internal political reform to strengthen the country against further partition. Neither Russia nor Prussia wished to see a regenerated Poland as a neighbour. Russia, under Catherine II, having made peace with the Turks in 1792, encouraged Polish reactionaries to revolt. Russia and Prussia agreed on further partition, much to disquiet of Austria. Polish revolt under Kosciuszko defeated by Russians and Prussians. Catherine prepared to conciliate Austria with compensation in central Poland.

(6)
Total 20 marks

2. Target: Causation. Use paragraph 8 of generic mark scheme Maximum 10 marks for description. Maximum 12 marks if only long-term or immediate causes addressed.

Long term causes include problems in Ancien Regime, position of monarchy and First and Second Estates; influence of enlightenment, financial and taxation problems, influence of American revolution and the weaknesses and mistakes of Louis XVI. More immediate causes could include emergence Third Estate, meeting Estates General, Tennis Court Oath and storming of the Bastille.

(20)
Total 20 marks

3. (a) Target: Explanation of key term.

L1: Basic statement which shows some understanding that the term relates to Napoleon's attempts to isolate Britain. **(1-2)**

L2: Developed explanation which concentrates specifically on the key term and explains its importance in the context of the Napoleonic wars. **(3-4)**

(4)

(b) Target here is description. Use generic mark scheme paragraphs 3-5. Good starting point Napoleon's conquests of Italy and the defeats of the Second Coalition and Third Coalitions followed by further successes in Germany and Spain. Candidates are likely to concentrate on key military victories by Napoleon such as Lodi (1796), Pyramids, Marengo (1800), Ulm and Austerlitz (1805), Jena (1806) and Eylau (1807). Excessive concentration on one part of the chronology suggests maximum 5 marks.

(8)

(c) Target causation. Use paragraph 8 of generic mark scheme. Several possible reasons including invasion of Russia and Russian winter, the German War of Liberation, British success in the peninsular, the size and strength of the opposition notably the Fourth Coalition and France over-stretched economically.

(8)
Total 20 marks

4. (a) Target here is identification of aims. Do not expect all the aims of all the powers but the best candidates (5 and 6) should be able to give the major aims of at least three of the Great Powers from Prussia, Britain, France, Russia and Austria.

(6)

(b) Target here is on description. The better answers should address most of the following: changes in Eastern Europe, Scandanavia, the Low Countries, British gains and the establishment of the Congress System. Use paragraphs 3-5 of the generic mark scheme.

(8)

(c) Focus here is causation. Use paragraph 8 of generic mark scheme. Major reason decision to create the Kingdom of the Netherlands in 1815 including Belgium and Holland. Although three and a half million Belgians and two million Dutch, it was the Dutch who dominated creating Belgian resentment and stimulating support for an independent Belgian state. Candidates should provide evidence of Dutch dominance and Belgian reactions. For example, politically, lack of proportional representation in Estates-General and resentment that Dutch became official language. Belgians gained few high positions in government and administration. Economically, commercial laws favoured Dutch merchants. Financially, having to make equal contribution to payment of national debt, 95% of which accumulated by Dutch.

(6)
Total 20 marks

5. (a) Target: Causation. Use paragraph 8 generic mark scheme. Several reasons including defeat of Napoleon, attitude of the Quadruple Alliance, influence of Talleyrand and influence of the French press and the legitimacy of the Bourbon claims.

(6)

(b) Target: Description. Use paragraphs 3-5 generic mark scheme. Answers should include restoration national finances and paying off war indemnity, end of allied occupation, relatively Liberal press control, rebuilding of the army, the new electoral law of 1818, increased powers for the Church over education and French intervention in Spain. Credit also revival of Ultras and more repressive policies of early 1820s such as press censorship and new electoral law.

(6)

(c) Target: causation. Use generic mark scheme paragraph 8. Best answers (6-8) should be a combination of long-term & more immediate reasons. More long term reasons include attitude Charles X to monarchy, Church & Ultras & unpopular policies e.g. press censorship & compensation for émigrés. More short-term the Polignac Ministry, the growth of opposition & the events of 1830.

(8)
Total 20 marks

6. (a) Target: causation. Use paragraph 8 of generic mark scheme. Best answers (6-8) should explain long-term and more immediate reasons. Long term causes include the influence of west-European and French revolutionary ideas on the Greeks, the development of a nationalist movement with the setting up of the Philike Hetairia secret society in 1814, religious clashes and differences between the Greeks and Turks and the support of Russia. More immediate causes include Turkish attempts to quell revolts in Serbia and Jannina and the decision of Ypsilantis, the leader of Hetairia, to invade the provinces of Wallachia and Moldavia. Although defeated, this attack sparked off a nationalist revolt in Morea.

(6)

(b) Target: description. Use paragraphs 3-5 generic mark scheme. Possible overlap here with (a) as invasion Moldavia and Wallachia relevant to both. Credit once only. Early success of revolt in Morea partly due to Greek control of sea. Atrocities on both sides. Greek success short-lived. Mehemet Ali of Egypt sent his son Ibrahim who gradually reconquered Morea, 1825-6. Greeks saved by diplomacy of Canning and support of Britain and Russia. Defeat of Egyptian-Turkish fleet at Navarino, 1827.

(8)

(c) Target: causation. Use paragraph 8 generic mark scheme. Candidates should examine motives of four major powers – Britain, France, Russia and Austria. Maximum 3 marks for motives of one power, especially Britain and Russia.

(6)
Total 20 marks

7. (a) Target: historical explanation. Use paragraph 8 generic mark scheme. Main aim to preserve the Habsburg Empire or status quo through policy of 'divide and rule', suppression of nationalist and liberal movements and maintain the German Confederation under Austrian control. Legitimate also to say that one further aim was peace although only in relation to internal security.

(6)

(b) Target: description. Use paragraphs 3-5 generic mark scheme. Description of 'Metternich system', Carlsbad Decrees 1819, increasing control over universities and press. Centralisation of administration but Metternich also restored provincial diets and created an imperial Reichsrat to discuss budget and legislation. Metternich was anti-reform but was prepared to bring in limited change. Faced opposition to reform from Emperor Francis I. Strategic placement of native regiments also significant.

(8)

(c) Target: evaluation. Use paragraph 8 generic mark scheme. Possibility of overlap with (b). Maximum 4 marks for explanation of either weaknesses or strengths. Strengths could include the policy of 'divide and rule', the Imperial administration and army and success in staving off major challenges. Weaknesses. Metternich's own limited authority and the attitude of Francis I. His solutions were short-term rather than lasting. Growth of nationalism and liberalism. Failure to carry out necessary reform. Inefficient administration.

(6)
Total 20 marks

8. Target: historical explanation of key events, individuals or developments. Use paragraph 8 generic mark scheme. Maximum of six marks for any one option. Within that, maximum of 4 for pure description. Thrust of answer should be importance within context of the unification of Italy.

(20)
Total 20 marks

9. (a) Target: historical description. Use paragraphs 3-5 generic mark scheme. Candidates could describe size of empire, religious differences, failure of Sultans to reform, development of nationalism, especially in the Balkans and intervention of great powers. **(6)**

(b) First target: causation. Use paragraph 8 generic mark scheme. Candidates will probably focus on immediate events of 1853 particularly the issue of the Holy Places but for higher marks should be explanation of motives of each of the powers.

Second target: description. Candidates will probably concentrate on key battles including Alma, Balaclava and Inkerman. Also of relevance Russian evacuation of two provinces and siege of Sebastopol. Maximum 6 marks if only one part of question answered.

(10)

(c) Target: description. Should include neutralisation of Black Sea, Russian losses, freedom of navigation on Danube and Turkish guarantee of reform.

(4)
Total 20 marks

10. (a) Target: causation. Use paragraph 8 generic mark scheme. Impact of Crimean War, need to modernise army, judiciary and education, backward nature of serf system and possibly desire to silence opposition. Better candidates may discuss whether he genuinely wanted reform or was being opportunist.

(6)

(b) Target: description. Use paragraphs 3-5 generic mark scheme. Candidates probably be stronger on emancipation but maximum 5 marks if only one area described.

(8)

(c) Target: evaluation. Use paragraph 8 generic mark scheme. Possibility of overlap with (b).

Maximum 4 marks if only one area evaluated. Best answers should give balanced assessment. Successes and limitations Emancipation Act and Zemstva.

(6)
Total 20 marks

11. (a) Target: Inference from a written source

L1: Basic statement, or direct quote from source.

e.g. Bismarck believed he would have to use blood and iron.

(1)

L2: Developed statement showing what can be learnt from the source which goes beyond face-value and involves a degree of inference. Candidates select material precisely to make a clear statement about what the source reveals.

e.g. Bismarck has obviously rejected the peaceful methods of 1848-9 which did not work and instead will use the army and military methods to achieve unification.

(2-3)
(3)

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

L1: Simple judgement.

e.g. Picture B does support A because it shows fighting.

(1)

L2: Developed statement which clearly support a reasoned judgement.

e.g. Agrees. Picture B strongly supports Extract A because it is evidence of the methods Bismarck mentions in his speech, 'blood and iron' or war with the Prussian cavalry attacking the Austrian forces during the main battle of the Austro-Prussian war.

(2-3)
(3)

(c) Target: evaluation of utility of illustrative source.

L1: Basic or simple statements about the utility of the source which is taken at face-value.

e.g. It is useful because it gives us information about what happened.

Reserve the second mark for some specific examples of what information is given. **(1-2)**

L2: Developed statements about utility which go beyond face-value and discuss the nature of the source. For maximum marks there should be discussion both of the value and limitations of the source.

e.g. Picture B is useful because it provides evidence of the success of the Prussian cavalry at Sadowa possibly from an eyewitness artist. It is, however, probably an idealised illustration to promote the Prussian success. **(3-4)**

(4)

(d) Target: Key features of Bismarck and German unification 1862-71.

L1: Produces some accurate information which can be related to the question set but mainly simplistic and/or generalised statements. There may be some inaccuracy and/or irrelevance e.g. describes German unification before 1862 or Bismarck's policies after 1871. **(1-3)**

L2: Produces accurate information directly related to the question set but the answer is undeveloped and/or only addresses part of the question e.g. omits some key events and/or second part of question. **(4-6)**

L3: Produces a developed answer which addresses all aspects of the question with a good range of accurate information sufficient to support a balanced treatment of the topic. This should include the war against Denmark, the Austro-Prussian War of 1866, the North German Confederation under Prussian control and the causes, events and results of the Franco-Prussian War, 1870-71. **(7-8)**

L4: Produces a developed answer which addresses all aspects of the question with a good range of accurate information, effectively selected to support a balanced treatment of the topic. The candidate uses precise detail and adheres strictly to the chronology of unification. **(9-10)**

(10)
Total 20 marks

12. (a) Target: explanation of key term.

L1: Shows basic understanding of the term e.g. makes reference to emphasis on machines and/or town development. **(1-2)**

L2: Provides developed understanding in context e.g. shows how industrial revolution depends on machinery, but also brings greater urbanisation, concentration of people and expansion of rates of economic growth. **(3-4)**

(4)

(b) Target: causation. Use paragraph 8 generic mark scheme. Looking for several reasons.

(8)

(c) Target: description. Use paragraphs 3-5 generic mark scheme. Possible changes could include urbanisation and living conditions; factory system and working conditions; improved transport; economic expansion and impact on trade; growth of heavy industry; technological developments. Maximum 4 marks for excessive concentration on one area of change e.g. urbanisation.

(8)
Total 20 marks

Section B. European History, 1870 - 1989

13 (a) Target: causation. Use paragraph 8 generic mark scheme. Main reason to isolate France. Other reasons to keep the peace, maintain the status quo and prevent Russo-Austrian rivalry especially in Balkans.

(4)

(b) Target: description. Use paragraphs 3-5 generic mark scheme. Candidates should describe the Dreikaiserbund (1873), Dual Alliance (1879), Triple Alliance (1882) and the Reinsurance Treaty (1887). Mediterranean agreements also relevant.

(8)

(c) Target: historical judgement. Use paragraph 8 generic mark scheme. Best answers should be balanced. Successes include isolating France, preventing major war, 'honest broker' in Balkans, Congress of Berlin and alliance system. Failures include War Scare 1875, not able to prevent crises in Balkans 1875-8 and 1885-6 and alienation of Russia, 1888-90. Maximum 5 marks if answer lacks balance.

(8)
Total 20 marks

14. Target: historical explanation of key events, individuals or developments. Maximum of six marks for any one option. Within that, maximum of 4 for pure description. Thrust of answer should be importance within context of causes of the First World War.

(20)
Total 20 marks

15. (a) Target: explanation of key term.

L1: Shows basic understanding of the term e.g. makes reference to European countries claiming parts of Africa. **(1-2)**

L2: Provides developed understanding in context e.g. shows how the Scramble for Africa was very much a race between the European Powers for colonies in Africa. This, in turn, increased rivalry between these powers. **(3-4)**

(4)

(b) Target: causation. Use paragraph 8 generic mark scheme. Candidates will probably explain generic motives such as trade, economic growth, prestige and strategic considerations. Some, however, may look, quite legitimately, at the motives of individual powers.

(8)

(c) First target: description. Use paragraphs 3-5 generic mark scheme. Descriptions of Anglo-French rivalry in West Africa, Sudan and Egypt; Anglo-German rivalry under Bismarck; Franco-Italian in North Africa and Anglo-Italian in north-west Africa.

Second target: causation. Use paragraph 8 generic mark scheme. Economic and political conflicts, significance of Egypt to Anglo-French rivalry and Bismarck's motives in encouraging Germany to share in the scramble. Maximum 5 marks if only one part question answered.

(8)
Total 20 marks

16. First target: description of key events. Use paragraphs 3-5 generic mark scheme. This should include failure of Schlieffen Plan, setting up the trench system and trench warfare and the main offensives of 1915-57, especially Verdun, the Somme and Passchaendaele.

Second target: causation. Use paragraph 8 generic mark scheme. Should explain failure of Ludendorff's offensives, American entry, impact of British blockade and success of allied counter-offensives. Maximum 12 marks for either part of question.

(20)
Total 20 marks

17. (a) Target: causation. Candidates should show understanding of the Bolshevik position in early 1918, the threat from the Whites and Lenin's motives. Use paragraph 8 of the generic mark scheme.

(4)

(b) Target: description. Use paragraphs 3-5 of the generic mark scheme. Maximum 5 marks for candidates who fail to address second part of question.

(8)

(c) Target: historical judgement. Give highest marks for appropriate judgement based on precisely selected information. Candidates will probably focus on the effects of the Civil War, especially famine, the impact of War Communism and NEP and the lack of political freedom. Use paragraph 8 of generic mark scheme

(8)
Total 20 marks

18. (a) Target: Inference from a written source

L1: Basic statement, or direct quote from source.

e.g. Hitler was going to try to get into the Reichstag. **(1)**

L2: Developed statement showing what can be learnt from the source which goes beyond face value and involves a degree of inference. Candidates select material precisely to make a clear statement about what the source reveals.

e.g. Hitler has learnt from the failure of the 'armed revolt' of 1923 and has now decided to use legal methods to achieve power by winning a majority of seats in the Reichstag.

(2-3)
(3)

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

L1: Simple judgement.

e.g. Yes because it shows a Nazi election poster.

(1)

L2: Developed statement which clearly support a reasoned judgement.

e.g. Agrees. Picture B strongly supports Extract A because it is evidence of the methods Hitler mentions in his letter. He is using the poster to gain votes for the Nazi party with the aim of achieving a majority in the Reichstag. **2-3**

(2-3)
(3)

(c)   Target: evaluation of utility of illustrative source.

L1: Basic or simple statements about the utility of the source which is taken at face-value..

e.g. It is useful because it shows us a Nazi election poster with a mother and her family. Reserve the second mark for some specific examples of what information is given.   **(1-2)**

L2: Developed statements about utility which go beyond face value and discuss the nature of the source. For maximum marks there should be discussion both of the value and limitations of the source.

e.g. Picture B is useful because it provides evidence of the methods used by Hitler to win support from women in the years before 1932. It shows how he tried to appeal to women through the idea of the traditional family and the impact of unemployment. a wide cross section of German society. It is, however, Nazi propaganda which exaggerates the effects of the depression and glorifies the role of the mother in the family.   **(3-4)**
                                                                    (4)

(d)   Target: Key features of Hitler's rise to power 1929 to January 1933.

L1: Produces some accurate information which can be related to the question set but mainly simplistic and/or generalised statements. There may be some inaccuracy and/or irrelevance e.g. Hitler's activities before 1929 or after January 1933.   **(1-3)**

L2: Produces accurate information directly related to the question set but the answer is undeveloped and/or only addresses part of the question e.g. omits some key events.   **(4-6)**

L3: Produces a developed answer which addresses all aspects of the question with a good range of accurate information sufficient to support a balanced treatment of the topic. This should include the Depression of 1929 and its effects on Germany, the methods and appeal of the Nazis and the events of 1932-January 1933.   **(6-8)**

L4: Produces a developed answer which addresses all aspects of the question with a good range of accurate information, effectively selected to support a balanced treatment of the topic. The candidate uses precise detail and adheres strictly to the chronology of Hitler's rise to power.   **(9-10)**
                                                                    (10)
                                                          Total 20 marks

19. (a) Target: Description. Use paragraphs 3-5 generic mark scheme. Candidates should describe the aims of Lloyd George, Wilson and Clemenceau. Maximum 3 marks for each leader.

(6)

(b) Target: historical explanation. Use paragraph 8 generic mark scheme. Candidates should explain following key areas; disarmament and demilitarisation, territorial arrangements, war guilt and reparations. Maximum 4 marks for each area explained.

(8)

(c) Target: causation. Use paragraph 8 generic mark scheme. Possibility of repetition of explanation in (b). Key reasons include the 'dictated nature of the peace, the principle of war-guilt, the difficulty in paying reparations, the humiliation of disarmament and the loss of territory to Poland.

(6)
Total 20 marks

20. (a) Target: historical explanation. Use paragraphs 8 generic mark scheme. Aims include overthrow of Treaty of Versailles, rearmament and expansion eastwards for Lebensraum.

(4)

(b) Target: description. Use paragraphs 3-5 generic mark scheme. Relevant to describe appeasement itself or to refer to some of the following developments: Anglo-French reactions to German rearmament, Anglo-German naval treaty, Rhineland, Anschluss, Sudetenland, Prague and Poland.

(6)

(c) Target: historical judgement. Use paragraph 8 generic mark scheme. Possibility of overlap with (b). Stronger candidates (8-10) should give a balanced judgement. Most will stress obvious failures such as Rhineland, Austria, Sudetenland, not stop Hitler as seen as sign of weakness and war still broke out. Not total failure. Breathing-space for rearmament, delayed war and did stand up to Hitler after Prague.

(10)
Total 20 marks

21. (a) Target: causation. Use paragraph 8 generic mark scheme. Best answers should distinguish between long-term factors such as ideological differences, USA support for Whites in Civil War and Stalin's suspicions of the West, to more short term reasons. These include the unnatural nature of the wartime alliance, Truman's suspicions of Stalin, the atom bomb and Soviet actions in eastern Europe.

(6)

(b) Target: description. Use paragraphs 3-5 generic mark scheme. Includes Yalta, Potsdam, Truman Doctrine, Marshall Plan and Berlin crisis. Possibility of overlap with (a). Same events can be credited in (a) if being used to explain causation.

(8)

(c) Target: historical judgement. Use paragraph 8 generic mark scheme. Most will stress success in Hungary, Poland etc. and the methods used by USSR to create these 'states', generic and specific to Czechs in 1948. Better answers should pick up on failure to achieve Soviet control of Yugoslavia

(6)
Total 20 marks

22. Target: historical judgement on change. Use paragraph 8 generic mark scheme. Maximum 12 marks for each leader. Within 12 marks, maximum 7 for description of policies. Key thrust of question is change.

(20)
Total 20 marks

23. (a) Target: explanation of key term.

L1: Shows basic understanding of the term e.g. makes reference to better relations between USSR and USA. **(1-2)**

L2: Provides developed understanding in context e.g. an easing of tension between East and West and a move towards better relations. This took place in the 1970s and 1980s as both sides tried to reduce military spending as well as the possibility of nuclear war. **(3-4)**

(4)

(b) Target: historical judgement. Use paragraph 8 generic mark scheme. Best answers (6-8) should be balanced and look at successes and failures as well as 1970s and 1980s. Successes include European Security Conference, Summit Conferences, USA and China, arms control including SALT talks, Intermediate Nuclear Forces Treaty, and close relations between Reagan and Gorbachev. Failures include human rights in USSR, Star Wars under Reagan and failure both sides to stick to arms limitation agreements.

(8)

(c)   Target: Description and aims and activities. Use generic paragraphs 3-5 of mark scheme. Aims included workers to have more rights to form trade unions independent of the state, greater political freedom and improved standards of living. Key activities the strikes of 1980 and reaction of authorities including banning of Solidarity in 1982. Revival of movement and strikes in 1988 due to economic crisis and Solidarity success in elections of 1989. Max of 6 marks for activities

(8)
Total 20 marks

24. (a)   Target: causation. Use paragraph 8 generic mark scheme. Long – term reasons include greater post Second World War unity encouraged by Marshall Plan, Brussels Treaty and NATO, the Schuman Plan and the ECSC, 1950. More short-term reasons include the thriving success of the ECSC countries leading to a desire to extend economic integration and set up common markets.

(6)

(b)   Target: causation. Use paragraph 8 generic mark scheme. Long – term reasons include insular attitude, close relations with Commonwealth, strong links with USA and fear of losing political sovereignty. More short-term include the failed attempts of 1961 and 1967 due to attitude of de Gaulle.

(8)

(c)   Target: description of key developments. Use paragraphs 3-5 generic mark scheme. Economic benefits 1960s, Common Agricultural Policy, 1962, new members in 1970's and 1980s including Britain, European Parliament and first elections 1979, Maastricht Treaty, 1989.

(6)
Total 20 marks

HISTORY (EUROPEAN) 7262, CHIEF EXAMINER'S REPORT

General Comments

The examination seemed to work well for those candidates who had prepared thoroughly. As in previous years, it was noticeable that most candidates preferred the questions in Section A and generally scored better.

Most candidates offer at least one of the starred documentary questions and although there is evidence of a slight improvement, many are still not comfortable with evidence skills. Sub-question (a) will always be concerned with comprehension of, and perhaps also some inference from, a source. Candidates are being asked to say what they can tell from a source. Developed statements will be awarded with the maximum 3 marks. Question (b) may well ask candidates to cross-reference the two sources, again for a maximum of 3 marks. They must show evidence of direct comparison between the two sources and explain similarities and/or differences.

Question (c) will often ask about the reliability or usefulness of a source. These questions will attract four marks. In answering these questions, candidates will be expected to make use both of the information given about the source and also the information given in the source. For example, in Question 11 candidates were asked to evaluate the usefulness of Picture B. It is of value because of what it shows – in other words, evidence of the success of the Prussian cavalry at Sadowa - but also because of who produced it, a Prussian artist. Therefore it is a good example of Prussian propaganda but, at the same time, this limits its usefulness as the artist almost certainly exaggerated Prussian success for effect.

Question (d) will always require candidates to make use only of their own knowledge in answering a question which relates directly to the subject matter of the sources. It will always be the highest weighted question at 10 marks. The focus might be description (Question 19) or might be a mixture of description and evaluation (Question 11). In the latter case, candidates should attempt to give more or less equal weight to the two parts of the question.

In terms of the essay questions, candidates can improve in several areas. There will always be an element of evaluation in every question. Candidates need to focus on this aspect and avoid pure description. Too many candidates lack precise information, especially about chronology, and do not always address the main theme of the question.

Finally, in general terms, comments on examination technique. A number of candidates failed to answer five questions due to timing and/or lack of breadth of revision. Some showed inconsistency in their choice of questions and occasionally opted for topics of which they had little knowledge and understanding. Again, more comprehensive preparation and revision is essential. A few showed a serious imbalance in the length of their answers; for example, the first two essays were well developed and the next three far too brief. Successful candidates produce five consistently written answers. The quality of the last answer can be crucial in determining the grade achieved by the candidate.

Section A

This proved far more popular than Section B with candidates generally performing better. Questions 1, 2, 4, 6, 10 and 11 were especially popular. In Question 1 a number of candidates showed an impressive knowledge of Poland in the 18th century and successfully applied this to all three sections. Question 2 was not as well answered. Candidates often wrote in great detail about the long-term causes of the French Revolution but had little to say about the immediate reasons. Question 4 was also generally well answered, especially part (c) on Belgian reactions to the peace settlement. Candidates also enjoyed question 8 on Italian unification and the format of the question which asked them to explain the importance of four factors (from a choice of six). Alexander II (Question 10) proved popular but was not well answered. Most were not sure of his motives for reform (part (a) and ignored the focus in (b) on serfdom and local government, giving details of the Tsar's other reforms for which they could not be rewarded.

A substantial minority answered the starred documentary question on Bismarck but achieved most marks on sub-question (d), showing often a very detailed knowledge and understanding of the key factors leading to German unification. There were reasonable attempts at (a) and (b), although many did not directly compare the two sources. However, few were able to give a balanced evaluation of Picture B.

Section B

Fewer candidates answered questions in this section with the overall quality lower than that of Section A. There were some very detailed responses to Question 13 on Bismarck's foreign policy although most failed to fully address (c). There were fewer candidates choosing Question 14 than anticipated although those that did, like Question 8, seemed to enjoy the format of choosing four from seven. This was reasonably well answered although there could have been a greater focus on the outbreak of war in 1914.

Answers to Questions 15 to 17 were generally disappointing and were often the work of candidates who had limited knowledge of these topics and had opted for them out of desperation. Question 18, the starred documentary question, was not well answered. There were the usual problems with the first three sub-questions. What really disappointed was the lack of focus and knowledge shown in (d).

Of the remaining questions, Question 19 was the most popular and best answered. Candidates displayed a sound knowledge of the aims of the peacemakers, the terms of the Treaty of Versailles and German reactions to it. This was not the case with Question 20, Hitler's foreign policy, and 21 on the early Cold War. The answers to these questions could have been better.

HISTORY (SYLLABUS B) 7262, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	62	51	40	35	27

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