

Edexcel International
London Examinations
GCE Ordinary Level

Mark Scheme with Examiners' Report

**London Examinations Ordinary Level GCE in
History (7262)**

June 2003

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Mark Scheme with Examiners' Report
June 2003

HISTORY 7262

Mark Scheme

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Chief Examiner's Report

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Grade Boundaries

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HISTORY 7262, MARK SCHEME

Section A

- 1.(a) What do you understand by 'Enlightened Despotism'? 4
- Target: Explanation of key term
- L1:** Basic statement, which shows some understanding. (1-2)
- L2:** Developed explanation which concentrates specifically on the key term and explains its importance. (3-4)
- (b) Describe the domestic policies of Catherine II (the Great) of Russia which might be considered 'enlightened'. 8
- Target: Description. Paragraph 3-5. Higher marks for answers which explicitly refer to 'enlightened'.
- (c) How successful were the domestic policies of Catherine II? 8
- Target: Judgement. Paragraph 8. Maximum 3 marks for description.
- Total 20 marks**
- 2.(a) Why did the meeting of the Estates General in May 1789 lead to a revolution by July? 6
- Target: Causation. Paragraph 8. Maximum 3 marks for description. Focus is mainly on the short-term causes.
- (b) Describe the key events of the revolution in France from the fall of the Bastille in July 1789 to the death of Robespierre (July 1794) 8
- Target: Description. Paragraph 3-5. Higher marks for students who give precise details of events in chronological order.
- (c) In what ways did the revolution improve the rights of the people of France in these years? 6
- Target: Judgement. Paragraph 8. Maximum 3 marks for description. Higher marks for candidates who focus on issue of rights.
- Total 20 marks**

- 3.(a) Explain why Napoleon was able to achieve supreme power in France by 1804. 6
- Target: Causation. Paragraph 8. Maximum 3 marks for description. Focus should be on 'supreme power' for higher marks.
- (b) Describe Napoleon's main domestic reforms in the years 1801 to 1815. 8
- Target: Description. Paragraphs 3-5. Higher marks for specific details of major reforms.
- (c) How successful were these reforms? 6
- Target: Judgement. Paragraph 8. Maximum 3 marks for description. Higher marks for balanced answers which examine successes and failures.
- Total 20 marks**

- 4.(a) What arrangements were made for Belgium at the Congress of Vienna in 1815? 4
- Target: Description. Paragraphs 3-5. Higher marks for precise description.
- (b) Why was there a revolt in Belgium in 1830? 8
- Target: Causation. Paragraph 8. Maximum 4 marks for description. Higher marks for candidates who focus on long and short term factors.
- (c) Explain the stages in the years 1831 to 1839 by which Belgium achieve its independence. 8
- Target: Explanation. Paragraph 8 and description, Paragraph 3-5 of key events. Maximum 5 marks for explanation.
- Total 20 marks**

- 5.(a) Why did Louis Philippe become ruler of France in 1830? 6
- Target: Causation. Paragraph 8. Maximum 3 marks for description. Best answers should examine both weaknesses of Charles X and appeal of LP.

- (b) How successful was he in the policies he pursued within France in the years 1830 to 1848?

6

Target: Description. Paragraphs 3-5. Better answers should focus on internal and external policies.

- (c) Why did he fall from power in 1848?

8

Target: Causation. Paragraph 8. Maximum 4 marks for description. Better answers will focus on LP's own weaknesses and the unpopularity of some of his domestic and foreign policies.

Total 20 marks

- 6.(a) Describe the career of Prince Metternich, explaining his main objectives and his importance to the Austro-Hungarian empire in the years 1815 to 1848.

20

Target: Description. Paragraph 3-5, and judgement, paragraph 8. Maximum 12 marks for description. Best answer should focus on career, objectives and importance.

Total 20 marks

- 7.(a) Describe the obstacles to the unification of Italy in the years 1815 to 1848.

5

Target: Description. Paragraphs 3-5. Best answer will describe attitude of Austria and the economic and political obstacles.

- (b) Assess the contribution made by Cavour to the unification of Italy in the years 1852 to 1861.

10

Target: Judgement. Paragraph 8. Maximum 5 marks for description. Best answer will focus on Cavour's positive achievements and the limitations of his policies.

- (c) What further progress was made towards unification in the years 1862 to 1871?

5

Target: Description. Paragraphs 3-5. Main focus is on Venetia and Rome.

Total 20 marks

- 8.(a) Describe the domestic reforms of Alexander I and Nicholas I within Russia in the years 1801-55. 8
- Target: Description. Paragraphs 3-5
Candidates must refer to domestic reforms of Alexander I and Nicholas I.
- (b) How did Alexander II attempt to improve the position of the peasantry in Russia? 6
- Target: Judgment. Paragraph 8. Maximum 3 marks for description. Best marks will focus on Alexander II's achievements and the limitations of his policies.
- (c) Why did Alexander II's reform in the 1860s meet with so much opposition within Russia? 6
- Target: Causation. Paragraph 8. Maximum 3 marks for description
- 9.(a) What can you learn from Extract A about Napoleon III's attitude to war? 3
- Target: Inference from a written source
- L1:** Basic statement, or direct quote from a source.
e.g. Glory is handed down but not war 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. Napoleon III is trying to suggest that because the French seek glory and success abroad this will not necessarily lead to war. (2-3)
- (b) Does the evidence of Picture B support the views about 'peace' and 'glory', expressed in Extract A? Explain your answer. 3
- Target: Cross-reference from two sources to reach judgement about support
- L1:** Simple judgement
e.g. picture B does explain Extract A because it shows an attack on Paris (1)
- L2:** Developed statement which clearly supports a reasoned judgement.
e.g. Picture B clearly does not support the views of Extract A. In Extract A Napoleon stresses that France does not want war. Picture B shows a Scene from the France-Prussian war, 1800-1, with France at war with Prussia. The Prussian army is shown shelling Paris. (2-3)
- (c) Look at Picture B and the information given about it. How reliable is the picture as evidence of the Prussian shelling of Paris? 4
- Target: Evaluation of reliability of a source.

L1: Basic statements about the reliability of the source.
e.g. The source is reliable because it was drawn at the time.
Generic statements of utility remain in L1. **(1-2)**

L2: Developed statement about reliability of the source, Candidates at this level should be able to discuss reliability in terms of context both of the information given and, specially, the provenance.
e.g Extract A is reliable view of the Prussian shelling because it was drawn by the French eyewitness who was able to smuggle it out by way of 'Balloon Post'. On the other hand it is less reliable because the artist may not have witnessed all the shelling and may have exaggerated the effects in order to gain sympathy form the people of France and perhaps other countries. **(3-4)**

(d) Describe Napoleon III's attempts to increase the prosperity of France and improve the living conditions of the French people in the 1850's and 1860's. How successful was this attempt? **10**

Target: Key features of Napoleon's domestic policies.

L1: Produces some accurate information which can be relates to the question set, but mainly simplistic and/or generalised statements. There may be some inaccuracy and/or irrelevance. **(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
e.g. economic policies including free trade, better communications, especially railways, rebuilding Paris **(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 events There may well be a greater focus at this level on the second part of the question. **(9-10)**

Total 20 marks

10.(a)

Explain the problems faced by Alexander II of Russia when he became Tsar in 1855. **4**

Target: Explanation. Paragraph 8. Should include position of serfs as well as military and political problems.

- (b) Describe the reforms he introduced in the 1860's to try and solve these problems. 10

Target: Description. Paragraph 3-5. Higher marks for candidates who describe a range of reforms with precision. Maximum 6 marks for Emancipation of Slaves.

- (c) Why did Alexander's reforms meet with so much opposition with Russia in the years to 1881? 6

Target: Causation. Paragraph 8. Maximum 3 marks for description.

Total 20 marks

11.(a)

Explain what is meant by the phrase 'the Eastern Question' as applied to the period 1815 to 1848.

Target: Explanation of key term 4

L1: Basic statement, which shows some understanding (1-2)

L2: Developed explanation which concentrates specifically on the key term and explains its importance. (3-4)

- (b) Why did a war break out in the Crimea in 1854? 8

Target: Causation. Paragraph 8. Maximum 4 marks for description. Higher marks for answers which explain along and short term reasons.

- (c) Describe the main events of the Crimean War, 1854 to 1856. 8

Target: Description. Paragraphs 3-5. Higher marks for precise details of events.

Total 20 marks

12.

Explain the importance of **four** of the following in the progress towards the unification of Germany.

the Zollverein, 1834;

the Frankfurt Assembly, 1848 to 1849;

the Prusso-Danish War, 1864;

the Austro-Prussian War, 1866;

the North German Confederation, 1867;

the Ems Telegram, 1870. 20

Target: Description. Paragraphs 3-5 and 8. Maximum 6 marks for each. Within 6 marks maximum 3 marks for description.

Total 20 marks

Section B

- 13.(a)** Describe the policies followed by Bismarck and the government of Germany towards the domestic challenges presented by the Catholics, National Liberals and socialists in the years 1871 to 1890. **8**
- Target: Description. Paragraphs 3-5. Maximum 5 marks for each area.
- (b)** How successfully do you think that Bismarck and the government met these domestic challenges? **6**
- Target: Judgement. Paragraph 8. Maximum 4 marks for each area.
- (c)** Why did Bismarck resign as Chancellor in 1890? **6**
- Target: Causation. Paragraph 8. Maximum 3 marks for description. Focus should be on differences between Bismarck and William II.

Total 20 marks

- 14.(a)** What events led to the establishment of the Third Republic in France in 1871? **5**
- Target: Description. Paragraphs 3-5. Focus on effects of Franco-Prussian War.
- (b)** Explain why General Boulanger, the Panama Canal and Alfred Dreyfus, produced political crises for the Republic. **10**
- Target: Causation. Paragraph 8. Maximum 4 marks for each crisis. Within 4 marks maximum 2 for description.
- (c)** Assess the main domestic achievements of the Third Republic in the years 1871 to 1914. **5**
- Target: Judgement. Paragraph 8. Maximum 3 marks for description.

Total 20 marks

- 15.(a)** Why did the great powers of Europe develop alliance systems in the years before 1914? **6**
- Target: Causation. Paragraph 8. Maximum 3 marks for description
- (b)** Describe the major international crises that took place in the years 1908 to 1913. **8**

Target: Description. Paragraph 3-5. Should include Bosnian Crisis and Balkan Wars 1912 – 13. Higher marks for more precise description. Maximum 5 marks for each crisis.

- (c) Explain how the assassination of Archduke Franz-Ferdinand led to the outbreak of a world war in 1914. 6

Target: Causation. Paragraph 8. Maximum 3 marks for description.

Total 20 marks

- 16.(a)** Explain why there was a revolution in Russia in March 1917? 10

Target: Causation. Paragraph 8. Maximum 5 marks for description. Higher marks for precise explanations of long and short term reasons.

- (b) Describe the policies carried out by the Provisional Government from March to November 1917. 5

Target: description. Paragraphs 3-5. Higher marks for precise details.

- (c) Why were Lenin and the Bolsheviks successful in seizing power in November 1917? 5

Target: Causation. Paragraph 8. Maximum 3 marks for description. Better answers should look at work of Trotsky and appeal of Lenin.

Total 20 marks

- 17.(a)** Describe how the League of Nations came into existence in the years 1918 to 1920. 4

Target: Description. Paragraphs 3-5. Better answers should look at aims of Wilson.

- (b) In what ways, and to what extent, was the League a success in the 1920s? 8

Target: Judgement. Paragraph 8. Maximum 5 marks for each part of question. Overall maximum 4 marks for description.

- (c) Why was the League unable to preserve peace in the 1930s? 8

Target: Causation. Paragraph 8. Maximum 4 marks for description. Better answers should explain inherent weaknesses of the League and the threats posed by Japan and Italy.

Total 20 marks

- 18. (a)** Explain how the events in Germany during the years 1929 to 1933 brought Hitler to power. **8**
- Target: Judgement. Paragraph 8. Maximum 4 marks for description. Better answers should explain the connection between the depression and the appeal of Nazism and the specific developments, 1932-1933.
- (b)** Describe the policies introduced by the Nazis toward women and the young in the years 1933 to 1939. **6**
- Target: Description. Paragraph 3-5. Maximum 4 marks for each area.
- (c)** Why was there little opposition to the Nazi regime in the years 1933 to 1939? **6**
- Target: Causation. Paragraph 8. Maximum 4 marks for description.
Answers could include removal of opposition, police state, propaganda and Nazi support through success.
Do not expect all these for 6 marks.
- Total 20 marks**
- 19. (a)** What can you learn from Extract A about Fascist achievements in Italy in the 1920s? **3**
- Target: Inference from a written source
- L1:** Basic statement, on direct quote from source. **1**
e.g. There were 2,082 public works.
- 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. **(2-3)**
e.g. The Fascists appear to have achieved a lot in Italy in 1920s – not only the number of public works schemes but also the variety including improvements in transport, education and use of land.
- (b)** What message is the cartoonist trying to put across in Cartoon B? **3**
- Target: Interpretation of a cartoon.
- L1:** Basic statement which describes what the cartoon shows. **(1)**
e.g. It shows ruin in Bolshevism and people working in a field in Fascism.

- L2:** Developed statements which refer to the context of the cartoon, what it actually shows and the message of the cartoonist.
e.g. This was produced the year after Mussolini came to power and is trying to show that Fascism is working. The cartoonist contrasts the failure of Bolshevism by showing ruin and destruction to the apparent success of Bolshevism with agriculture prospering. **(2-3)**
- (c) How reliable is Cartoon B as evidence of Fascist achievements in Italy? **4**
- Target: Evaluation of reliability of a source
- L1:** Basic statements about the reliability of the source.
e.g. The source is unreliable because it exaggerates. **(1-2)**
- L2:** Developed statement about reliability of the source. Candidates at this level should be able to discuss reliability in terms of context both of the information given and, especially, the provenance.
e.g. Cartoon B is reliable as a Fascist view of their achievements. However it is unreliable because it was drawn by a Fascist who was trying to convince the Italian people that Fascism was more successful than Bolshevism. The Fascists had only been in power for one year and had achieved so much. The cartoonist exaggerates the contrast between Fascism and Bolshevism in order to win more support. **(3-4)**
- (d) Describe Mussolini's policies in Italy in the years 1922 to 1939. Did he solve Italy's main domestic problems in these years? **10**
- Target: Key features of Mussolini's domestic policies.
- L1:** Produces some accurate information which can be related to the question set but mainly simplistic and/or generalised statement. There may be some inaccuracy and/or irrelevance. **(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. e.g. Lateran Treaty, 'Corporate State', battles of wheat and birth, communications. **(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 the events. There may well be a greater focus at this level on the second part of the question. (9-10)

Total 20 marks

20. (a) Explain why Stalin was successful in the leadership struggle in the USSR which followed the death of Lenin in 1924. **6**

Target: causation. Paragraph 8. Maximum 3 marks for description. Better answers should explain the strengths and tactics of Stalin and the weaknesses/mistakes of rivals such as Trotsky.

(b) Describe the policies Stalin introduced to modernise the industry and agriculture of the USSR in the years 1928 to 1941. **8**

Target: Description. Paragraphs 3-5. Maximum 5 marks for each area.

(c) How successful were these policies during these years? **6**

Target: Judgement. Paragraph 8. Maximum 3 marks for description. Better answers should be balanced and explain successes and failures.

Total 20 marks

21. Explain the importance of any **four** of the following in the Second World War in Europe:

Blitzkrieg,
the fall of France, 1940,
the Battle of Britain, 1940,
Operation Barbarossa, 1941,
the Battle of Stalingrad, 1942 to 1943,
the Allied invasion of Normandy, 1944. **20**

Target: Judgement and description. Paragraphs 8 and 3-5. Maximum 6 marks for each factor. Within that maximum 3 marks for description.

Total 20 marks

22. (a) Why was the French Fourth Republic so often politically unstable in the years 1946 to 1958? **6**

Target: Causation. Paragraph 8. Maximum 3 marks for description.

- (b) Describe how Charles de Gaulle became president of the Fifth Republic in France in 1958. **6**

Target: Description. Paragraphs 3-5.

- (c) How successfully did President de Gaulle tackle the problems which faced France, both at home and abroad, in the years 1958 to 1969? **8**

Target: Judgement. Paragraph 8. Maximum 4 marks for description. Maximum 5 marks for home or abroad.

Total 20 marks

- 23.** (a) Assess the achievements of Mikhail Gorbachev both within the USSR and in international affairs in the years 1985 to 1991. **20**

Target: Causation/change. Paragraph 3-5 and 8. Maximum 12 marks for description. Maximum 12 marks for answering each part of the question.

Total 20 marks

- 24.** (a) What major environmental problems have faced many western European countries in the years 1970 to 1995? **6**

Target: Description. Paragraphs 3-5. Maximum 3 marks for each problem.

- (b) Describe the policies which have been introduced to tackle these problems. **8**

Target: Description. Maximum 5 marks for policies for one problem.

- (c) How successfully did the policies solve the environmental problems facing these countries? **6**

Target: Judgement. Paragraph 8. Maximum 3 marks for description. Maximum 4 marks for each problem area.

Total 20 marks

HISTORY 7262, CHIEF EXAMINER'S REPORT

General Comments

The examination worked 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 9 candidates were asked to evaluate the reliability of Picture B. It is reliable because it was drawn by a French eyewitness who was able to smuggle it out by way of 'Balloon Post'. On the other hand it is less reliable because the artist may have exaggerated the effects of the Prussian shelling in order to gain sympathy from the people of France and other countries.

Questions (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 will usually be a mixture of description and evaluation (question 9 and 19). 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 for 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. The first two essays were well developed and the next three far too brief. Remember 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 1,2,3,4,7,10 and 11 were especially popular. In question 1 a number of candidates showed an impressive knowledge of Catherine II's domestic policies for part (b) although evaluations for part (c) were not as well developed. Similarly for question 2, very detailed explanations for (a) and descriptions for (b) but generalised and or brief evaluations for (c). Again candidates were more secure on Napoleon's rise to power and main domestic

reforms, for parts (a) and (b) of question 3, but less confident in assessing his achievements for the third part of the question.

Question 4, the most popular question on the exam paper, was answered well, in all parts, by most candidates as was question 7, on Italian unification. For the question on Louis Philippe, question 5, there was often an imbalance in parts (a), where candidates often overlooked Charles X's contribution to Louis Philippe's rise to power, and (b), with too much emphasis on policies abroad at the expense of Louis Philippe's internal policies.

Question 8, the source question, did not score as well in this section. It tended to be the refuge for those seeking a fourth or fifth question. This became evident in answers to part (d) which highlighted a lack of knowledge of Napoleon's domestic policies. Some included irrelevant descriptions of his foreign policy or the achievements of Napoleon I.

A number of strong answers to questions 9 and 10, although candidates seemed to have far greater knowledge and understanding of the causes of the Crimean War, 10(b) than the events of the war for part (c). There were very good explanations to each part of question 11, German unification, with the Frankfurt Assembly the least popular. Only a few very weak answers to question 11.

Section B

Fewer candidates answered questions in this section with the overall quality lower than that of Section A. On the whole questions 13 and 14 were relatively popular and well answered with surprisingly good answers to 13(c) and 14(a) and (b). Few candidates scored well on the domestic achievements of the Third Republic, 14(c). Overall, question 15 was not well answered. Candidates knew about the assassination of Franz-Ferdinand and the events leading to the outbreak of war, part (c), but were let down by vague, generalised responses to sub-questions (a) and (b).

A mixed bag of responses to questions 16, 17 and 18. Reasonable answers to 16(a), the causes of the March Revolution in Russia, but not so strong on parts (b) and (c). Candidates were more confident with part (c) of question 17 and part (a) of question 18. For 18(b) answers were usually well developed on either policies towards women or the young, rarely on both.

As with Section A, question 19, the source question, was often the refuge of the weaker candidates who were able to gain a few marks on the first three source related questions. However they were let down, in part (d), by a lack of knowledge of Mussolini's domestic policies. On the other hand, some very creditable answers to questions 20 and 21. Candidates were particularly strong on Stalin's rise to power, 20(a) and were generally able to explain the importance of four events in the Second World War for question 21. Only a handful of answers to questions 22, 23 and 24.

HISTORY 7262, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	61	49	38	33	26

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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