

Mark Scheme with Examiners' Report GCE O Level History (7262)

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HISTORY 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 halfway) 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 relate 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 also used 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

- 1 (a) Explain why Poland was a weak European nation in the 1760s and 1770s. **6**
Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description.
- (b) Describe the stages by which Poland was partitioned in the years 1772-1795. **10**
Target: Description. Use paragraphs 3-5 of generic mark scheme. Maximum 4 marks for description of one of partitions. Reserve higher marks for specific details.
- (c) Who gained most from these partitions, Austria, Russia or Prussia? **4**
Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description of what each power gained. For higher marks needs to be comparative judgement.
- (Total 20 marks)**
- 2 (a) What message is the cartoonist trying to put across in Cartoon A? **3**
Target: Interpretation of a cartoon.
- L1 Simple statement showing some understanding eg It shows that there were many taxes. **(1-2)**
- L2 Developed statements showing a clear understanding of the message eg That the peasantry are being crushed by the demands, including taxation and forced labour, imposed upon them by the clergy and nobility. **3**
- (b) What can you learn from Extract A about the storming of the Bastille, 14 July 1789? **3**
Target: Inference from a source.
- L1 Simple statement showing some understanding eg It shows that there were not many people in the Bastille. **(1-2)**
- L2 Developed statements showing a clear understanding of the message eg That the storming of the Bastille was not the heroic event normally portrayed. It was not packed with political prisoners and opponents of the King but had few inmates. **3**

- (c) How useful is Cartoon A as evidence of the causes of the French Revolution? 4
- Target: Evaluation of utility of a cartoon.
- L1 Simple statements about utility taking the source at face value eg It is useful because it drawn just before the French Revolution. (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 of value sand limitations of the source. eg Useful because it shows the extent of discontent amongst the peasantry just before the outbreak of revolution due to excessive taxation. It provided very good evidence of anti-establishment propaganda. Its limitations are that, being a cartoon, it exaggerates the plight of the peasantry and stereotypes the attitude of the clergy and nobility. (3-4)
- (d) Describe the key events of the revolution from the fall of the Bastille in July 1789 to the overthrow of the monarchy in September 1792. 10
- Target: Description of main events.
- L1 Produces some accurate information which can be related to the question set but mainly simplistic and/or generalised statements. There may be some inaccuracies and 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 eg Omits key events and/or the second part of the question. (4-6)
- L3 Produces a developed answer which addresses the question with a good range of accurate information sufficient to support a balanced treatment of the topic. However one part of the answer, such as the second part, may not be fully addressed. (7-8)
- L4 Produces a balanced answer, which fully 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 on the second part of the question. (9-10)

(Total 20 marks)

- 3 (a) Explain the importance of **four** of the following in the European wars involving France between 1793 and 1815. 20

Napoleon's Italian campaign, 1796
Napoleon's campaigns in Egypt, 1798 to 1799
Battle of Trafalgar, 1805
Battles of Ulm and Austerlitz, 1805
The war in the Peninsula, 1808 to 1812
Napoleon's Russian campaign, 1812
Battle of Waterloo, 1815.

Target: Description and historical judgement. Paragraphs 3-5 and 8 of generic mark scheme. Maximum 6 marks for each event. Within 6 marks maximum 3 marks for description. Remember focus of question is judgement of the importance of the event in the European Wars.

(Total 20 marks)

- 4 (a) Describe the main terms of the peace settlement reached at Vienna in 1815. 8

Target: description. Use Paragraphs 3-5 of generic mark scheme. Reserve higher marks for more precise details and comprehensive coverage of Europe.

- (b) What was meant by the term 'Congress System'? 4

Target: Causation. Paragraph 8. Maximum 4 marks for description. Higher marks for candidates who focus on long and short-term factors.

- L1 Basic definition of term eg It was about meetings. (1-2)

- L2 Developed explanation of term which shows what it is and locates this in particular context. eg System of meetings or congresses set up by great powers following the Congress of Vienna to ensure the effective application of the Vienna settlement and review any changes that might be necessary. (3-4)

- (c) Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum 4 marks for description of the subsequent congresses. Balanced judgement needed for higher marks explaining the achievements, eg Of Aix La Chapelle and the settlement with France, and its shortcomings, Alexander I and the Holy Alliance at the Congresses of Laibach and Troppau. 8

(Total 20 marks)

- 5 (a) Describe the policies pursued by Charles X (1824-30) within France. 8

Target: Description. Use paragraphs 3-5 of generic mark scheme. Reserve higher marks for more precise details and comprehensive coverage of his reign.

- (b) Why was Charles X forced to abdicate in 1830? 6

Target: Causation. Paragraph 8 of generic mark scheme. Maximum 3 marks for description. Better answers should focus on mistakes of Charles and appeal of Louis Philippe.

- (c) Explain why Louis Philippe's policies abroad was so unpopular in the years 1830 to 1848? 6

Target: Causation. Paragraph 8 of generic mark scheme. Maximum 4 marks for description. Higher marks for more comprehensive coverage of his policies.

(Total 20 marks)

- 6 (a) Why did nationalist feeling grow in Greece in the early years of the nineteenth century? 6

Target: Causation. Paragraph 8 of generic mark scheme. Maximum 3 marks for description. Higher marks for those that explain long and short term reasons.

- (b) Describe the involvement of the great powers in the Greek War of Independence in the years 1822 to 1827? 8

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for those who include Great Britain and Russia and their motives.

- (c) Why had the Greeks achieved independence by 1830? 6

Target: Causation. Paragraph 8 of generic mark scheme. Maximum 3 marks for description.

(Total 20 marks)

- 7 (a) Describe the ways in which support for a united Italian nation grew during the years 1815 to 1848? 8

Target: Description. Use paragraphs 3-5 of generic mark scheme. Answers should include the Carbonari and Mazzini and the 'Young Italy' movement.

- (b) Why was unification not achieved in the years 1848 to 1850? 4

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 2 marks for description. Answers should include attitude of Metternich and Austria.

- (c) Assess the contribution made by Garibaldi to Italian unification. 8

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum 4 marks for description. Higher marks for more balanced judgement eg His success in Naples and Sicily but failures with Rome.

(Total 20 marks)

- 8 (a) In what ways was the stability of the Hapsburg monarchy threatened in the years 1815 to 1848? 6

Target: Explanation of change. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description.

- (b) Describe the policies followed by Prince Metternich to deal with the threats during these years? 8

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise details.

- (c) Why did Metternich fall from power in 1848? 6
Target: Causation. Use paragraph 8. Maximum 3 marks for description.

(Total 20 marks)

- 9 (a) What factors in the years 1815 to 48 favoured the development of a movement for the unification of Germany? 5

Target: Explanation of change. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Answers should include Zollverein, trade and ideas of nationalism and liberalism.

- (b) Describe the efforts to achieve unification in the years 1848 to 1850. 5

Target: Description. Use paragraphs 3-5 of generic mark scheme. Answers should include Frankfurt Assembly and Olmutz.

- (c) Why was unification achieved under Prussian leadership in the years 1862 to 1871? 10

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 5 marks for description. Answers should include Bismarck's tactics and the significance of each of the three wars.

(Total 20 marks)

- 10 (a) Explain how the weakness of the Ottoman Empire contributed to the outbreak of war in the Crimea in 1854. 8

Target: Explanation of causation. Use paragraph of 8 generic mark scheme. Maximum 4 marks for description. Answers should include link between weakness of Turkey and the problem of the Holy places.

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

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise details and comprehensive coverage.

- (c) Why could Turkey in the late 1850s and 1860s still be called the 'sick man of Europe'? 4

Target: Causation. Use paragraph 8 of generic mark scheme. Focus is on weakness of Turks linked with Balkan nationalism and the aspirations of the great powers. Maximum 3 marks for description.

(Total 20 marks)

- 11 (a) Describe the domestic reforms introduced by Alexander I and Nicholas I of Russia in the years 1801 to 1855. 8

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise details and balanced coverage of the two reigns.

- (b) Why did Alexander II decide to introduce the Edict of Emancipation of 1861 which freed the serfs? 4

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 2 marks for description. Emphasis should be on the need to modernise Russia.

- (c) How successful was emancipation in improving the conditions of the Russian peasants during the reign of Alexander II? 8

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum 4 marks for description. Higher marks for more balanced answers which discuss achievements and limitations of emancipation.

(Total 20 marks)

- 12 Describe the domestic and foreign policies of Napoleon III in the years 1852 to 1870, explaining how successful you consider them to have been. 20

Target: Description and historical judgement. Use paragraphs 3-5 for description and paragraph 8 of generic mark scheme for judgement. Maximum 12 marks for description. Higher marks for balanced answers which describe and assess domestic and foreign policies.

(Total 20 marks)

Section B

- 13 (a) What were the main aims of Bismarck's foreign policy after unification in 1871? 5

Target: Explanation of aims. Use paragraph 8 of generic mark scheme. Answers should include desire to maintain status quo, isolate France and prevent Austro-Russian hostility in the Balkans.

- (b) Describe how Bismarck sought to achieve these aims in his relations with other powers in the years 1871 to 1890. 10

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise details and more comprehensive coverage including War Scare, 1875, 'honest broker' 1878, the alliance system he set up and his policies v Boulanger and the Bulgarian Crises of the 1880s.

- (c) How successful was Bismarck's foreign policy in these years? 5

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Best answers should give balanced judgement explaining success in isolating France and creating alliance system but limitations of policies v Russia and Britain.

(Total 20 marks)

- 14 (a)** Explain the importance of **four** of the following in the history of the Third Republic in France in the years 1870-1914: **20**
- The Constitution of 1875
 - The reforms of Jules Ferry
 - Relations between the Church and the state
 - General Georges Boulanger
 - The Panama Scandal
 - The Dreyfus Case
 - Syndicalism.

Target: Description and historical judgement. Paragraphs 3-5 and 8 of generic mark scheme. Maximum 6 marks for each event. Within 6 marks maximum 3 marks for description. Remember focus of question is judgement of the importance of the event in the history of the Third French Republic.

(Total 20 marks)

- 15 (a)** Explain why the Great Powers of Europe were involved in an arms race in the early years of the twentieth century. **6**

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

- (b)** Why did the Moroccan crises of 1905-6 and 1911 increase international tension? **6**

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Higher marks for those that explain both crises. Maximum 4 marks for impact of one crisis.

- (c)** Describe the events of 1908 to 1914 in the Balkans which resulted in the outbreak of a world war. **8**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise details and comprehensive coverage of key events including Bosnian Crisis 1908-9, Balkan Wars 1912-13 and the assassination at Sarajevo, 1914.

(Total 20 marks)

- 16 (a)** Why was there a military stalemate on the Western Front for most of the First World War? **8**

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 4 marks for description. Emphasis should be on strength of trench system, failure of new weapons and lack of imagination from commanders.

- (b)** Describe the new weapons and tactics that were developed in an effort to break the stalemate. **6**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Candidate should describe tanks, gas and new tactics such as the creeping barrage.

- (c) Why did Germany collapse so quickly on the Western Front in the second half of 1918? 6

Target: Causation. Use paragraph 8 of generic mark scheme. Max 3 marks for description. Emphasis should be on failures of Ludendorff's Spring Offensives and the strength of the Allies including the arrival of US reinforcements.

(Total 20 marks)

- 17 (a) Why were the Bolsheviks able to overthrow the Provisional Government in Russia in late 1917? 8

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 4 marks for description. Best answers should explain weaknesses of the PG and the strengths of the Bolsheviks including the organisation and planning of Trotsky.

- (b) Describe the key events of the Russian Civil War from 1918 to 1921. 6

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise details of key events especially campaigns of Kolchak, Deniken and Yudentich.

- (c) How successful was Lenin in his economic policies in Russia and the USSR in the years 1918 to 1924? 6

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Maximum 4 marks for assessment of either War Communism or NEP.

(Total 20 marks)

- 18 (a) What issues divided the Allied leaders at the Paris Peace Conference in 1919? 6

Target: Explanation of key issues. Use paragraph 8 of generic mark scheme. Issues should include idealism of Wilson, desire for revenge and security of Clemenceau and the pragmatism of Lloyd George.

- (b) Describe the main terms of the peace settlements of 1919 as they affected Germany. 8

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise details and comprehensive coverage including military terms, territorial losses, reparations and war guilt.

- (c) Why was there so much opposition in Germany to the peace settlement? 6

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Focus should be on dictated nature of peace, war guilt, amount of reparations and the loss of the Polish Corridor.

(Total 20 marks)

- 19 (a)** Explain the growing popularity of Mussolini and Fascism in Italy in the years 1919 to 1922. **6**
- Target: Explanation of change. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Best answers should include appeal of Mussolini and the problems of Italy at that time.
- (b)** Describe the domestic policies of Mussolini's government in Italy in the years 1922 to 1939. **8**
- Target: Description. Use paragraphs 3-5 of generic mark scheme. Answers should include Lateran Treaty, Corporate State and the Battles of Births, Lire and Wheat.
- (c)** How successful were these policies during these years? **6**
- Target: Historical judgement. Use paragraph 8 of generic mark scheme. Better answers should give a balanced assessment.

(Total 20 marks)

- 20** What were the aims of Hitler's domestic policy in the years 1933 to 1939? How far was he able to achieve them in these years? **20**
- Target: Explanation of aims and historical judgement. Use paragraph 8 of generic mark scheme. Maximum 10 marks for description. Aims could include Nazi dictatorship, full employment, racial state, defined roles for women and children. Higher marks for candidates who link aims with policies and are able to make a balanced judgement as to the success of his policies.

(Total 20 marks)

- 21 (a)** What can you learn from Extract A about the German invasion of France, May 1940? **3**
- Target: Inference from a written source.
- L1 Simple statement showing some understanding eg They went through the Ardennes quickly. **(1-2)**
- L2 Developed statements showing a clear understanding of the message eg That the invasion was very successful. It was achieved very quickly compared to the First World War and with little resistance. **(3)**
- (b)** Does the evidence of Photograph B support the views expressed in Extract A? Explain your answer. **3**
- Target: Cross reference between two sources to reach judgement about support.
- L1 Simple statements with little or no cross-referencing. Extract A says they crossed the Maginot Line quickly. Photograph B shows tanks crossing the Ardennes. **(1-2)**
- L2 Developed statements with definite cross referencing between the sources eg Photograph B supports the views in Extract A as it shows the ease and speed with which the tanks crossed the Ardennes mentioned by Rommel in Extract A. **(3)**

- (c) In the light of its origins and content, how valuable would an historian find Photograph B as evidence of the German invasion of France, May 1940? **4**

Target: Evaluation of utility of a photograph.

L1 Simple statements about utility taking the source at face value eg It is useful because it was taken at the time of the invasion. **(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 of value and limitations of the source. eg Useful because it shows the ease with which the German tanks advanced through the Ardennes and may well be a very good example of German propaganda. However it only shows one part of the German advance and does not have any evidence of French resistance. **(3-4)**

- (d) Describe the main stages of the Second World War in Europe, 1942 to 1945. Why were Allies victorious in Europe by 1945? **10**

Target: Description and causation.

L1 Produces some accurate information which can be related to the question set but mainly simplistic and/or generalised statements. There may be some inaccuracies and 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 eg Omits key events and/or the second part of the question. **(4-6)**

L3 Produces a developed answer which addresses the question with a good range of accurate information sufficient to support a balanced treatment of the topic. However one part of the answer, such as the second part, may not be fully addressed. **(7-8)**

L4 Produces a balanced answer, which fully 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 on the second part of the question. **(9-10)**

(Total 20 marks)

- 22** (a) What arrangements were made by the Allies in 1945 for the future of Germany? **6**

Target: Explanation of change. Use paragraph 8 of generic mark scheme.

- (b) Describe the main domestic policies of Konrad Adenauer in West Germany in the years 1949 to 1963. **8**

Target: Description. Use paragraphs 3-5 of generic mark scheme.

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

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Higher marks for more balanced assessments.

(Total 20 marks)

- 23 (a)** Explain why the wartime allies, the USA and the USSR, had become rivals by the end of 1945. **6**

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Higher marks for explanation of long term and more immediate reasons.

- (b) Describe the key developments in the Cold War in Europe in the years 1945 to 1960. **10**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise details and comprehensive coverage. Candidates should include some of the following: Truman Doctrine, Marshall Plan, Berlin blockade, NATO, Warsaw Pact, Hungarian uprising.

- (c) Why did the USSR decide to build a wall separating East and West Berlin in 1961? **4**

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Reasons could include loss of skilled workers to West, block off final part of 'iron curtain' and Khrushchev's to exploit youthful Kennedy.

(Total 20 marks)

- 24 (a)** What problems faced Mikhail Gorbachev when he became leader of the USSR in 1985? **6**

Target: Explanation of problems. Use paragraph 8 of generic mark scheme. Maximum 3 for description. Should include economic stagnation and vast over spending.

- (b) Describe the policies of 'Perestroika' and 'Glasnost' which Gorbachev introduced to try to resolve these problems. **8**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Maximum 5 marks for each of two policies.

- (c) How successful were these policies in the years 1985 to 1991? **6**

Target: Historical judgement. Use paragraph 8 of generic mark scheme.

(Total 20 marks)

HISTORY 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 answered at least one of the 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 three marks. Question (b) may well ask candidates to cross-reference the two sources, again for a maximum of three marks such as Q21 (c). Evidence must be shown 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 Q2 candidates were asked to evaluate the value of Cartoon A. It is of value because of what it shows – in other words evidence of the poor treatment of the peasants by the clergy and nobility, but also because of who produced it, probably an opponent of the revolution. Therefore it is a good example of revolutionary propaganda but, at the same time, this limits its usefulness as the artist almost certainly exaggerated the position of the respective Estates before 1789.

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 ten marks. The focus might be description (Q2) or might be a mixture of description and evaluation (Q21). In the latter case, candidates should attempt to give more or less equal weight to the two parts of the question.

Section A

Once again Section A proved more popular than Section B, although its dominance in credit gained was less pronounced than last year.

Question 1 was the most popular and one of the best answered questions, with candidates scoring well on parts (a) and (b), although many knew the events leading to partition better than the details of the territorial changes. Few got beyond half marks on part (c).

For Question 2 many gave very good interpretations of the cartoon but were less confident with the written source. Relatively few gave a balanced evaluation for part (c). The narrative for part (d) was often limited and unbalanced.

Question 3 was also popular and scored well especially on the Italian, Egyptian and Russian campaigns. Some confusion between the Congress of Vienna and the Congress System for question 4 (c) but some impressive details of the main terms for part (a). Question 5 was generally not as well answered. Most credit was gained for Charles X in part (a) but candidates were generally less secure on Louis Philippe, especially details of his domestic achievements in part (b).

The Greek War of Independence (question 5) was popular and often well answered especially parts (a) and (b) although some knew little about the post 1827 events. Question 7 was not answered by as many as expected. Generally weak or vague answers to part (a),

with few concrete facts, whilst Garibaldi's achievements for part (b) were often confined to 1860-61. Few answers of any quality to question 8.

Candidates who answered question 9 did well on part (c) but knew little except the Zolverein for part (c) and, for part (b), had a vague knowledge of the events of 1848-50. Some very good answers to question 10 (a) but part (b) was often lacking in factual detail whilst part (c) was a mystery to many.

Question 11 (a) was not well done with candidates performing better on parts (b) and (c) although for the latter they often strayed into an explanation of Alexander II's other reforms. Answers to question 12 lacked balance with too much emphasis on the foreign policies of Napoleon III and little of substance on his domestic achievements.

Section B

Question 13 was very well answered with a thorough explanation of Bismarck's aims, a detailed description of his key foreign policies and a balanced analysis of his policies. Question 14 was equally popular with some very strong explanations especially of Boulanger, Panama Scandal and the Dreyfus Case.

Answers were not as strong on question 15. Some candidates confused the arms race for imperialism, whilst answers to parts (b) and (c) lacked breadth and depth. The Western Front (question 16) was weakly answered by those who attempted it. Few understood the reasons for military stalemate with little of relevance in part (b) apart from tanks.

There were mixed responses for question 17. Surprisingly, many candidates were more expansive on part (c), Lenin's economic policies, rather than the Bolshevik Revolution for part (b) and the Civil War, for part (c). Some strong answers to question 18 with candidates showing a very good knowledge and understanding of the issues which divided the Allied leaders, the key terms and the reasons for German opposition to Versailles.

Again varied responses to question 19 with several very strong answers to all three sections on Mussolini. Some good answers on Hitler (question 20) with comprehensive breadth of coverage. However some gained few if any marks by focusing on his foreign policies.

Question 21, the source question, generally attracted the weaker candidates who did all right on parts (a) and (b) but were weak in the evaluation for part (c) and had little knowledge of the key events of the war for (d). Generally disappointing on this question.

Weak answers to questions 22 and 24. Question 23 was not well answered. The majority struggled on part (a) and lacked breadth of reference for part (b). Some candidates confused part (c) with the Berlin Blockade.

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 show 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 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.

HISTORY 7262, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	60	48	37	32	25

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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