

Mark Scheme Summer 2009

O Level

O Level History (7262)

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7262 Syllabus B

Section A: European History, 1763-1870

1.	(a)	<p>What do you understand by the phrase 'Enlightened Despotism'?</p> <p>Target: Definition of historical term. Higher marks for more precise definition referring to both words.</p>	4
	(b)	<p>Choose one of the following monarchs:</p> <p style="text-align: center;">Frederick II of Prussia Joseph II of Austria.</p> <p>Describe the domestic policies followed by your chosen monarch which might be said to be 'enlightened'</p> <p>Target: Description. Higher marks for more precise definitions which focus on 'enlightened'</p>	10
	(c)	<p>How successful was the monarch you have chosen in pursuing 'enlightened despotism'?</p> <p>Target: Historical judgement. Higher marks for more balanced judgement.</p>	6

(Total 20 marks)

2.	<p>Explain the weaknesses of Poland in the 1760 and describe the stages by which Poland was partitioned in the years 1772-95.</p> <p>Target: Causation. Liberum veto. Influence neighbouring powers. Power of nobles.</p> <p>First partition of Poland in 1772.</p> <p>Target: Description. Influence Catherine. How Poland partitioned</p> <p>Partitioned in 1792 and 1795.</p> <p>Target: Causation. Influence Great Powers. Revival Polish nationalism.</p>	8
		6
		6

(Total 20 marks)

3.	(a)	Describe the events in France in 1789 from the Tennis Court Oath (20 June) to the storming of the Bastille (14 July) which led to the outbreak of revolution in 1789. Target: Description. Higher marks for more comprehensive and precise coverage.	8
	(b)	Why did the revolutionaries in 1792 decide to execute Louis XVI? Target: Causation. Should include attempt to escape, links with Austria and revolutionary extremism.	6
	(c)	Did the revolution bring improvements in the lives of the French people in the 1790s? Explain your answer. Target: Historical judgement. Higher marks for more balanced answer. Greater freedoms but 'terror'.	6

(Total 20 marks)

4.	(a)	4. Explain why Napoleon was successful in his campaigns against Austria, Prussia and Russia in the years 1804-1806. Target: Causation. Balance strengths French especially Napoleon's leadership and tactics, and weakness of opposition.	8
	(b)	Describe the key features of the Peninsular Campaign, 1808-13. Target: description. Include weaknesses French, Spanish guerrilla campaign and tactics of Wellington.	6
	(c)	Why was Napoleon eventually defeated in 1814? Target: Causation. Combination growing weakness French, strength allies, leadership Wellington, Waterloo.	6

(Total 20 marks)

5.	(a)	Describe the arrangements made for Belgium at the Congress of Vienna in 1815. Target: Description. Union with Holland as barrier France and punishment.	4
	(b)	Why was there a revolt in Belgium in 1830? Target: Causation. Differences with Dutch - economic, religious, political.	8
	(c)	How, in the 1830s, did the intervention of the Great Powers influence the events which brought about the independence of Belgium? Target: Historical judgement. France and candidate Belgian throne. Attitude Palmerston. Events leading to independence. Treaty of London.	8

(Total 20 marks)

6.	(a)	6. Why were the Bourbons restored to the throne of France in 1814? Target: Causation. Legitimacy and stability.	4
	(b)	Describe the achievements of Louis XVIII as King of France in the years 1814-24. Target: Description. Payment Indemnity. France and Congress System. Limited position of Ultras	8
	(c)	Explain why Charles X had been forced to abdicate by 1830. Target: Causation. Unpopular policies. Support for Ultras. Polignac. Events 1830.	8

(Total 20 marks)

7.	(a)	Why were there so many revolutions in Europe in 1848? Target: Causation. Development nationalism and liberalism in years before 1848. Could include specific countries.	6
	(b)	Describe the key events of revolution in 1848 in one European country. Target: Description. Could include Germany, France, Italy, Austria, Hungary.	8
	(c)	How successful was the revolution you chose in the country you have chosen? Target: Historical judgement. Higher marks for more balanced judgement.	6

(Total 20 marks)

8. (a)	<p>What can you learn from Extract A about serfdom in Russia in the 1850s?</p> <p>Target: Inference from a written source</p> <p>Level 1 Simple statements showing understanding e.g. The Russian peasant belongs to his master.</p> <p>Level 2 Developed statements showing a clear understanding of the message, e.g. The source suggests that although the living conditions for the Russian peasants were better than those in Ireland, overall Russian peasants worse off due to lack of freedom.</p>	<p>3</p> <p>(1-2)</p> <p>(3)</p>
(b)	<p>Does the evidence of Picture B support Extract A about serfdom in Russia in the 1850s? Explain your answer.</p> <p>Target: Cross referencing two sources</p> <p>Level 1 Simple statements which do not cross reference sources. Source A says they had no freedom. Source B shows them being sold.</p> <p>Level 2 Developed statements with some cross referencing e.g. Much support as B backs up A in showing peasants owned by masters and could be sold. However some differences. B does not show living conditions mentioned in A.</p>	<p>3</p> <p>(1-2)</p> <p>(3)</p>
(c)	<p>How reliable is Extract B as evidence of serfdom in Russia?</p> <p>Target: Evaluation of reliability of a written source.</p> <p>Level 1 Simple statements about reliability taking the source at face value, e.g. It is useful because it was written at the time. He visited Russia.</p> <p>Level 2 Developed statements which go beyond face-value, e.g. It is reliable because it reflects the lack of freedom of serfs who were under the control of their landowners. It is less reliable because a British visitor may have wanted to promote need for modernisation in Russia.</p>	<p>4</p> <p>(1-2)</p> <p>(3-4)</p>

(d)	<p>Describe Alexander II's reforms of serfdom and local government. How successful were these policies?</p> <p>Target: Description and historical judgement.</p> <p>Level 1 Simple or generalised statements with some information relevant to the question. There may be some inaccuracies and/or irrelevance.</p> <p>Level 2 Developed statements but only addresses one part of the question, e.g. Omits key events and/or second part of question. Some inaccuracies and/or irrelevance.</p> <p>Level 3 Developed explanation/exposition which uses a range of accurate information sufficient to support a balanced treatment of the topic. However one aspect of the topic, e.g. The second part, may not be fully addressed.</p> <p>Level 4 A sustained argument/exposition 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 chronology. There may well be a great focus on the second part of the question if applicable.</p>	<p>10</p> <p>(1-3)</p> <p>(4-6)</p> <p>(7-8)</p> <p>(9-10)</p>
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(Total 20 marks)

9. (a)	<p>Was the weakness of the Ottoman Empire the main reason for the outbreak of the Crimean War in 1854? Explain your answer.</p> <p>Target: Causation. Should include weaknesses Turkish Empire, interests of Great Powers, Holy Places, Wallachia and Moldavia,</p>	8
(b)	<p>Describe the events of the Crimean War</p> <p>Target: Description. Should include key battles Alma, Inkerman and Balaclava.</p>	8
(c)	<p>How successful was the Treaty of Paris, 1856, in solving the problems of the Ottoman Empire in the years 1856-70?</p> <p>Target: Historical judgement. Higher marks for more balanced answer. Short term stopped Russian expansion. 1871 Black Sea. Mid 1870s and Balkan nationalism.</p>	4

(Total 20 marks)

10. (a)	<p>Explain the importance of any three of the following in the unification of Germany:</p> <p style="text-align: center;">The Carlsbad Decrees, 1819 <i>The Zollverein</i> Prussian army reform of the 1860s The Schleswig-Holstein question The Austro-Prussian War, 1866 The Ems Telegram, 1870</p> <p>Target: Description (maximum 12 marks) and historical judgement. Up to 7 marks for each factor.</p>	
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(Total 20 marks)

11.	<p>Describe the part played by Piedmont-Sardinia in the process of Italian unification. How important was the role of foreign intervention in uniting Italy?</p> <p>Target: Description. Modernisation of Piedmont, Crimean, Plombieres, war v Austria. Maximum 14 marks. Historical judgement. Higher marks for more balanced assessment. Could include France, Britain and Austria.</p>	
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(Total 20 marks)

12. (a)	<p>12. Why was Louis Napoleon able to increase his power in France in the years 1848-52?</p> <p>Target: Causation. Falloux Law, 1851 coup d'etat and new constitution.</p>	6
(b)	<p>Describe the main domestic reforms Napoleon introduced in France in the years 1852-70.</p> <p>Target: Description. Include free trade, central control, censorship, communications, improvements in Paris.</p>	8
(c)	<p>How successful were his foreign policies in the years 1852-70?</p> <p>Target: Historical judgement. Higher marks for more balanced assessment. Successes include Italian Unification and Crimean War and failures Mexico and policies v Bismarck.</p>	6

(Total 20 marks)

Section B: European History, 1870-1989

13	(a)	13. (a) Describe the key features of the constitution of the German Empire created in 1871. Target: Description. Should include role and powers Kaiser, Chancellor and Reichstag.	6
	(b)	Explain Bismarck's Kulturkampf policy in the years 1871-90. Target: Explanation of policies. Should include repression followed by conciliation.	8
	(c)	How successfully did Bismarck deal with the challenges of socialism? Target: Historical judgement. Higher marks more balanced assessments. Initial failures v both but prepared to conciliate.	6

(Total 20 marks)

14.	(a)	Explain why Britain and Germany became rivals in the years 1900-1914? Target: Causation. Include naval rivalry, economic competition, Anglo-French Entente, colonial rivalry, and attitude Kaiser.	8
	(b)	Describe the key events of the Moroccan Crises of 1905-6 and 1911. Target: Description. Include Kaiser's interference, reactions Britain and France, Algeiras Conference, Panther, Lloyd George Mansion House speech.	8
	(c)	How important was the German invasion of Belgium (August 1914) in the decision of the British government to declare war on Germany? Target: Historical judgement. Should include influence Anglo-French Entente.	4

(Total 20 marks)

15. (a)	Why was there a military stalemate on the Western Front for most of the First World War? Target: Causation. Include strength of trench system, machine gun and attitude of commanders.	8
(b)	Describe the new weapons and tactics that were developed to try to break the stalemate. Target: Description. Should include gas, tanks, artillery and creeping barrage.	6
(c)	Explain why Germany was defeated in 1918. Target: Causation. Failure Ludendorff's offensives, entry of USA, Allied drive to victory, role of Haig, use of tanks.	6

(Total 20 marks)

16. (a)	16. Why was there growth in opposition in Russia to Tsar Nicholas II in the years 1894-1904? Target: Causation. Autocracy, plight of peasants, workers and subject nationalities and failure to reform.	8
(b)	Describe the key features of the 1905 Revolution in Russia. Target: Description. Defeat v Japan. Bloody Sunday. Soviets and October Manifesto.	6
(c)	How far were the changes introduced by Nicholas II in the years 1906-14 successful in removing opposition? Target: Historical judgement. Stolypin's land reforms but repression. Nicholas and 4 dumas. Lena Goldfield.	6

(Total 20 marks)

17. (a)	Explain how the League of Nations came into existence in the years 1918-20. Target: Explanation of change. Fourteen Points. Aims of Allies. Peace and collective security.	4
(b)	Describe the successes of the League of Nations in the 1920s. Target: Description. Include Refugees Commission, Aaland Islands and Upper Silesia.	8
(c)	Why was the League unable to preserve peace in the 1930s? Target: Causation. Include weaknesses of League especially membership, rise of dictators and failures in Abyssinia and Manchuria.	8

(Total 20 marks)

18. (a)	Why did Mussolini and his Fascist Party come to power in Italy in 1922? Target: Causation. Weak Italian governments. Disappointment with Versailles. Economic problems. Attraction Fascists. March on Rome.	6
(b)	Describe the economic and social policies he introduced in Italy in the years 1922-39. Target: Description. Battles Lire, Births, Wheat. Pontine Marches. Control of education.	8
(c)	How successful were these policies? Target: Historical judgement. Balanced evaluation for higher marks.	6

(Total 20 marks)

19. (a)	<p>What can you learn from Extract A about the role of women in Nazi Germany?</p> <p>Target: Inference from a written source</p> <p>Level 1 Simple statements showing understanding e.g. Her world is her husband, her children and her home.</p> <p>Level 2 Developed statements showing a clear understanding of the message, e.g. The source suggests that women had a specific role in Nazi Germany which was the traditional domestic role. They would play a limited part in society.</p>	<p>3</p> <p>(1-2)</p> <p>(3)</p>
(b)	<p>Does Poster B support the evidence of Extract A about the role of women in Nazi Germany? Explain your answer.</p> <p>Target: Cross referencing two sources</p> <p>Level 1 Simple statements which do not cross reference sources. Extract A says they should look after the family. Poster B shows them at the centre of the family.</p> <p>Level 2 Developed statements with some cross referencing e.g. Strong support between sources. Poster B suggests that women were at centre of family and that their world revolved round husband and children. This is suggested in Source A. Both sources try to promote role of women.</p>	<p>3</p> <p>(1-2)</p> <p>(3)</p>

(c)	<p>How reliable is Poster B as evidence of the role of women in Nazi Germany?</p> <p>Target: Evaluation of reliability of an illustration.</p> <p>Level 1 Simple statements about reliability taking the source at face value, e.g. It is useful because it was drawn at the time. It shows us the role of women.</p> <p>Level 2 Developed statements which go beyond face-value, e.g. It is reliable because it is an example of Nazi propaganda to encourage women to accept their traditional role, However, it exaggerates the central role of women and does not give view of those who did not support this role.</p>	<p>4</p> <p>(1-2)</p> <p>(3-4)</p>
(d)	<p>Describe the policies introduced by the Nazis to control young people. How successful were these policies?</p> <p>Target: Description and historical judgement.</p> <p>Level 1 Simple or generalised statements with some information relevant to the question. There may be some inaccuracies and/or irrelevance.</p> <p>Level 2 Developed statements but only addresses one part of the question, e.g. Omits key events and/or second part of question. Some inaccuracies and/or irrelevance.</p> <p>Level 3 Developed explanation/exposition which uses a range of accurate information sufficient to support a balanced treatment of the topic. However one aspect of the topic, e.g. The second part, may not be fully addressed.</p> <p>Level 4 A sustained argument/exposition 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 chronology. There may well be a great focus on the second part of the question if applicable.</p>	<p>10</p> <p>(1-3)</p> <p>(4-6)</p> <p>(7-8)</p> <p>(9-10)</p>

(Total 20 marks)

20	<p>Explain the importance of any three of the following in the history of Russia and the Soviet Union in the years 1918-41:</p> <p style="padding-left: 40px;">The Russian Civil War, 1918-21 The leadership contest between Stalin and Trotsky, 1924-28 The kulaks The Five Year Plans The Show Trials The Cult of Stalin</p> <p>Target: Description (maximum 12 marks) and historical judgement. Up to 7 marks for each factor.</p>	
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(Total 20 marks)

21. (a)	<p>Explain the aims of Hitler's foreign policy in 1933 when he became Chancellor of Germany.</p> <p>Target: Explanation. Should include Lebensraum, rearmament, destroy Treaty of Versailles.</p>	4
(b)	<p>Describe the policies he carried out to achieve these aims in the years 1933-38.</p> <p>Target: Description. Rearmament, Saar, Rome-Berlin Axis, Rhineland, Anschluss, Sudetenland</p>	10
(c)	<p>Why did the German invasion of Poland (September 1939) lead to the outbreak of the Second World War?</p> <p>Target: Causation. Prague. Attitude Britain & France. Nazi-Soviet Pact. Poland.</p>	6

(Total 20 marks)

22 (a)	<p>Why did tension increase between the USA and the Soviet Union in the years 1949-61?</p> <p>Target: Causation. NATO, Warsaw Pact, Hungary, U-2 incident, Bay of Pigs and Berlin Wall.</p>	8
(b)	<p>Describe the key features of the Cuban Missiles Crisis of 1962.</p> <p>Target: Description. Missile sites. Kennedy's actions. Two letters. Ending of crisis.</p>	6
(c)	<p>How successful was the policy of détente in improving relations between the USA and the Soviet Union in the 1960s and 1970s?</p> <p>Target: Historical judgement. Successes - SALT treaties and Helsinki. Failures due to Afghanistan etc.</p>	6

(Total 20 marks)

23. (a)	(a) Why was the Fourth Republic in France politically unstable in the years 1946-58? Target: Causation. Political problems, agriculture, failure in Vietnam, Constitution.	6
(b)	Describe the circumstances in which Charles de Gaulle became President of France in 1958. Target: Description. Came out of retirement. Popularity. Failure at Suez.	6
(c)	How successfully did de Gaulle deal with the domestic problems which faced France in the years 1958-69? Target: Historical judgement.	8

(Total 20 marks)

24.	Describe the career and achievements of Mikhail Gorbachev. How successful was he in dealing with the problems that faced the Soviet Union in the years 1985-90? Target: Description (maximum 14 marks) and historical judgement. Include perestroika and glasnost.	
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(Total 20 marks)

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