

Edexcel International
London Examinations
GCE Ordinary Level

Mark Scheme with Examiner's Report

**London Examinations Ordinary Level GCE in
History (Syllabus C) (7263)**

May/June 2001

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October 2001

Order Code UO 011326

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Mark Scheme and Chief Examiner's Report
May/June 2001

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Mark Scheme

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Grade Boundaries

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HISTORY (SYLLABUS C) 7263, MARK SCHEME

Section A Africa, North and South of the Equator

Question 1 Optional Document Question

- (a) *What impression do you gain from Photograph A about the way in which apartheid came to an end in South Africa?* **(3)**

Target: Comprehension and inference from a presented source.

L1: Basic statements indicating that most people seemed happy or otherwise commenting on what is found in the picture. Valid to mention that this was showing an agreement rather than conflict. **1**

L2: Developed statements showing inference from the picture. Possible to read more into the picture than general satisfaction. Not all participants are smiling. Reward any valid inference, as for example possible different reaction from de Klerk than from Mandela. **2-3**

- (b) *Does the evidence of Extract B support the impression given by Photograph A about the way in which apartheid came to an end in South Africa?* **(4)**

Target: Judgement on the basis of cross-reference between two sources.

L1: Basic statements of agreement or disagreement. Candidates may also paraphrase or quote from Extract B, without making direct comparison. There may alternatively be very simple statements on the basis of both sources. **1-2**

L2: Developed conclusion based on use of both sources: e.g. Photograph A shows apparent harmony but Mandela seems to be making a threat in B. Or uses the reference to reconciliation in B to argue this is what seems to be happening in A, despite Mandela's not looking at de Klerk. The evidence will bear either interpretation; mark on effectiveness of the cross references from the two source. **3-4**

- (c) *In the light of its origins and content, how valuable would a historian of South Africa find Extract B as evidence about Mandela's aims for his country in 1994?* **(3)**

Target: Assessment of the value of a presented source.

L1: Basic statements about value of the source e.g. for basic understanding, notes that this was from a book Mandela wrote himself and that it says what he thinks. Candidates may say that the source is not valuable because it is 'biased', or 'it's just one man's opinion'. Generic statements on utility must be pegged to L1. **1-2**

L2: Developed statements about value of the source. Candidates at this level should be able to discuss value in context both of the information given and, especially, the provenance. It does not matter whether candidates argue that the source is, or is not, valuable so long as candidates set up considered criteria for judging reliability. Here, for example, candidate might argue from the fact that this was from Mandela's own writings would lend it authenticity. The content shows Mandela's engagement with the ANC and his determination to end Apartheid entirely. On the other hand, he might have had a particular purpose in writing it which related to desire to influence readers. Do not expect fine-grained value comment for maximum. It is sufficient that candidates have reflected on the origins and content of the source and have made plausible conclusions from them.

3

- (d) *How successful was the government of Nelson Mandela in achieving the 'reconciliation' between races which he mentioned in Extract B (line 4)?* **(10)**

Target: Evaluation of key feature of the history of South Africa and explanation of key development.

Mark according to principles identified in generic scheme, paragraphs 5 and 8. Reserve 9 or 10 (Band 4) responses for candidates with good and precisely selected information on the Mandela's rule. For Band 4 there should be some specific comment on extent of the success in ending conflict between races in South Africa. Best answers will have both precise knowledge about the end of the apartheid struggle and a supported explanation of the rule of Mandela. Band 3 answers can have detailed information about the end of apartheid and Mandela's rule while not providing a developed explanation of 'how successful'.

Total 20 marks

Question 2

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

- (a) *Describe the racial composition of the territories which formed the Union of South Africa in 1910.* **(5)**

For maximum marks, candidates must have precise information about the races. Maximum 3 marks for discussion of one racial group. Best candidates may know that blacks were mostly Bantu and may wish to distinguish between Boers and British whites.

- (b) *What were the main aims of the government of Jan Smuts and James Herzog in the years 1924-39?* (7)

Target here is explanation of key aims. Candidates need to concentrate on aims to get beyond 4 marks. Similarly, excessive concentration on one leader suggests maximum of 5 marks. As always reward precise information, probably about different perceptions of the relationship with Britain and extent of degree of similarity of policies on racial distinction.

- (c) *Why did the general election of 1948 lead to important changes in relations between racial groups in South Africa?* (8)

Mark according to paragraph 8 of the generic mark scheme. Focus is analytical and good answers (beyond 5) must have some explicit comment on why the result of the election was important. For example, candidates should know about Malan as leader of the nationalists and about his policy of formal apartheid. Good answers should discuss how apartheid was intended to enshrine white supremacy as official government policy. For description of the 1948 election linked to statements about apartheid maximum 5 marks unless specifically linked to cause focus.

Total 20 marks

Question 3

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

- (a) *Why did the end of the First World War bring such important changes to the territories in Africa which Germany had ruled before 1914?* (5)

Focus here is on cause so use paragraph 8 of generic mark scheme. Candidates who describe the effects on African territories should get maximum 4 marks. It is crucial to have them explain that these changes were linked to Germany's loss in the war and to the peace treaties which followed it.

- (b) *Choose **ONE** territory in Africa which had been ruled by Germany in the years before 1914. Describe how it developed in the years to 1945.* (5)

For 5 marks, look for developed description which has some precision and development. Content will obviously depend upon which territory is chosen. For comment on how the mandate operated, maximum 4 marks since focus should be on development between wars and on into Second World War.

- (c) *Explain how the territory you have chosen in part b) achieved its independence in the years after 1945.* **(10)**

Focus here is on historical exposition, so use paragraph 5 of generic mark scheme. We should certainly allow discussion of why the territory achieved independence as well as the specific ways in which this was achieved. Credit information on relevant independence struggle. Good candidates should know about both the struggle for independence and the extent of resistance to independence by the colonial rulers.

Total 20 marks

Question 4

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

- (a) *Why did North Africa become an important theatre of war after 1939?* **(6)**

Focus here is on cause so mark according to paragraph 8 of generic mark scheme. Candidates should know about importance of North Africa in the early stages of the Second World War and best candidates will show some understanding of the strategy for the combatants. Description of war aims should have maximum 4 marks.

- (b) *Describe the main actions between the combatants on North African soil in the years 1941 and 1942.* **(8)**

As always reward specific information here since the focus is on description. It is legitimate to describe battles in whatever detail candidates have. For description of any one particular battle, maximum 4 marks.

- (c) *Explain why the Allies were more successful than the Axis powers in the conflicts which took place in North Africa.* **(6)**

Focus here is on cause, so maximum of 4 marks for candidates who merely describe further actions. Do not reward the same material twice in this. Better candidates will have some understanding both of strategy and tactics of combatants.

Total 20 marks

Question 5

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

- (a) *Describe how Algeria was governed in the years from 1945 to 1954.* (5)

Use generic mark scheme paragraphs 3-5 for guidance here. Answers may begin before 1945, but many good answers will begin with the end of World War II and show how the French ruled Algeria.

- (b) *Why was Algeria's form of government challenged in the years from 1954? Describe how a new form of government emerged in Algeria in 1962.* (10)

There are two parts to the question. Allow a maximum of 7 marks to either side, though in practice many candidates will not make any formal distinction between the two. Relevant to mention importance of French failure in Indochina in focusing nationalist attempts on independence from 1954. Declaration of war on France by FLN in 1954. Role of French settlers in Algeria and OAS; hostility towards nationalism. Role of de Gaulle and emergence of a settlement in 1962.

- (c) *How successfully has Algeria coped with the problems which have confronted it in the years since 1962? Explain your answer.* (5)

Focus here is on historical explanation. For description of Algerian history since 1962, maximum 3 marks since judgement is requested. Do not be too demanding in terms of chronological range. Most candidates are likely to have limited information here, compared with their understanding of Algerian independence. Any one substantial problem well developed and with judgement can reach maximum marks.

Total 20 marks

Question 6

Describe the career of Jomo Kenyatta in Kenya and explain why he was so important in his country's history.

It is acceptable for candidates either to deal with the whole of Kenyatta's career, to begin with Mau Mau in the 1950s or, if the subsequent detail is sufficient, to present an answer which concentrates on Kenyatta as independent Kenya's President. Most candidates will probably choose the middle variant. There are two parts to the question and allow mark of 12/8 either way.

Total 20 marks

Question 7

(a) & (b) 10/10 inflexible

- (a) *Describe the circumstances in which **one** of the following states in West Africa achieved its independence:
Ghana; Nigeria; Sierra Leone; Cameroon.* **(10)**

Focus here is on description so use paragraphs 3-5 of generic mark scheme. It is acceptable to choose to concentrate either on long-term or shorter-term circumstances. Reward material which shows precision and detail.

- (b) *How effectively do you consider that the country you have chosen has been governed in the years since it achieved its independence.* **(10)**

Use paragraph 8 of generic mark scheme. Candidates who merely describe key events or developments in the country's history should have maximum of 6 marks. It is acceptable to concentrate on political and constitutional developments, handling of social and economic problems or on response to outside pressures and/or opportunities.

Total 20 marks

Question 8

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

- (a) *Explain what is meant by the term 'international debt'.* **(4)**

Target: explanation of key term.

L1: Basic statement which shows some understanding that the term relates to economic problems relating to inability to pay for goods. **1-2**

L2: Developed explanation which shows understanding of term and relates understanding to a specific instance or context, for example to debts run up by under-developed countries and/or their economic relationship with the developed world. **3-4**

- (b) *Why have problems of international debt been important for so many countries in Africa since the 1960s?* **(6)**

Focus here is on cause so example of international debt should receive maximum of 4 marks even if precise and well developed. Good candidates should have broad understanding of the problems standing in the way of independent African countries maintaining economic solvency.

- (c) *Explain how the problem of international debt has been tackled since the 1970s. How successful do you think attempts to solve this problem have been? (10)*

Two parts to this question and maximum of 7 marks for excessive concentration on only one. In the first part, reward specific information on attempts to resolve debt problem by international conferences and initiatives by some leaders in developed world. Candidates are likely to know of the Brandt Commission. On 'success', most will argue only to a very limited degree since many initiatives to cancel debts have been frustrated and because developed world often have conflicting interests.

Total 20 marks

Section B Asia, including the Middle East

Question 9 Optional Document Question

- (a) *What can you learn Photograph A about how people's courts worked in China in the years immediately after the Revolution?* **(3)**

Target: Comprehension of, and inference from, source.

L1: Basic statements about what is in source (e.g. it shows people listening to someone who is giving evidence). **1**

L2: Developed statements which use source to show how the system worked (e.g. notices that all participants seem to be dressed similarly. There does not seem to be the usual hierarchy of a court of law. Reward any reference to people taking responsibility for judicial process). **2-3**

- (b) *What evidence can you find in Extract B about the use of propaganda in school-teaching in China in the mid-1960s?* **(3)**

Target: Comprehension and basic explanation from source.

L1: Basic statements which shows understanding of what education is provided. Candidates may say that students attended history lessons and learned about Communism and what went before it. Alternatively may say that Mao is to be obeyed. **1**

L2: Developed statements which show understanding of how the curriculum as indicated in the source has a particular slant (e.g. the curriculum seems to show that students have to learn in a particular way and that students seem to be taught in a way which is designed to gain their loyalty for the regime). **2-3**

- (c) *What can you learn from both Photograph A and Extract B about the main priorities of the government of Communist China in the 1950s and 1960s?* **(4)**

Target: Comprehension and inference on the basis of cross-reference between two sources.

L1: Basic statements about what the government did from both sources, or developed explanation from one. In the first case, candidates are likely to use sources at face value to say that government was interested in justice and in obedience to Mao and, possibly, also in teaching Chinese children the history of their country. **1-2**

L2: Developed explanation showing the ability to infer from both sources. (e.g. can infer from the photograph that what is going on here is justice administered by the lower orders or peasants rather than relying on an educated legal elite. From the Syllabus, can infer that government wants people to understand why they should support the regime). **3-4**

- (d) *Describe how the agricultural system in China in the 1950s and 1960s was changed by the Communist Revolution. How successful in these years were the agricultural changes which the Communists made?* **(10)**

Target: Description of key feature of development of China and evaluation of its success.

Use paragraphs 3-5 & 8 of generic guidance. There are two parts to the question – description and explanation. Maximum of 6 marks for total concentration on one. Candidates should not use sources here and should use their own knowledge to describe the key elements in Communist agricultural system, including later changes brought about by the Great Leap Forward. They should know about expropriation of landlords and the development of collective farms and larger communes as part of a wider reorganisation of land system. On 'how successful', relevant to mention the decline of famine and starvation by the 1960s. Candidates might also note experiments which failed and initiatives which were poorly administered or which just elevated ideological certainties above both common sense and practical experience of what could be made to work.

Total 20 marks

Question 10

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

- (a) *Why did a movement for independence grow so quickly in India in the years 1919-45?* **(6)**

Use generic guidance paragraph 8. Maximum 4 marks for more description here since the focus is on cause. Good candidates are likely to focus on: leadership of Gandhi; reaction to British brutality in 1919; failure of constitutional initiatives to appease. We are likely to see material which should properly appear in the descriptive section (b). Credit this here (but only to maximum 4 marks).

- (b) *Describe the main features of the independence movement in these years.* **(8)**

Use generic mark scheme paragraphs 3-5 for guidance here. As always, reward precision over generality and be more generous to those who attempt reasonable chronological coverage. Do not re-reward material already credited in (a). Clearly most answers will focus on Gandhi, but his role needs to be set in the wider context of Indian independence for maximum marks. Maximum of 6 marks for complete concentration on Gandhi and maximum 7 marks for little or no treatment beyond 1939. Reasonable to reward description of British attempts to extend self-government also.

- (c) *Why, in the 1930s and 1940s, did important divisions appear between those in India who wanted independence? Explain how these divisions affected the way in which India achieved its independence.* (6)

Two parts to this question. Maximum 4 marks for overwhelming concentration on either side. Candidates should know about the divisions between Hindu and Muslim and how different perspectives on independence affected the struggle. Look for precise material on Jinnah and the Muslim League and the policy of 'Pakistan or Perish'.

Total 20 marks

Question 11

Choose THREE of the following and explain the importance of each to the history of Palestine and the emergence of the State of Israel in the years 1917-1948.

The Balfour Declaration; Immigration into Palestine in the years 1919-39; The Arab rebellion of 1936; The Peel Commission Report, 1937; The American Zionist Conference at the Biltmore Hotel, 1942; The work of Irgun (IZL) in the 1940s.

Three parts to this question and content obviously depends upon the options which are chosen. **Maximum of 8 marks for any one option. The question requires candidates to explain importance so, do not exceed 5 marks for pure description of what went on.**

Total 20 marks

Question 12

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

- (a) *Why was the history of China often violent in the years from the Revolution of 1911 to the massacre of the Communists in 1927-1928?* (6)

Focus here is on cause so do not go beyond 4 marks for candidates who merely tell the story. Good candidates will concentrate on rivalries between various interests and the frequent weaknesses of government. No more than 3 marks on any one incident, for example the Shanghai Massacres.

- (b) *Describe the ways in which the Communists under Mao survived the campaigns against them by the Kuomintang (KMT) in the 1930s.* (8)

Focus here is on historical exposition. Use paragraphs 3-5 of the generic mark scheme. Most candidates will have copious information about the Long March but there are other aspects to the Communist survival (not least Japanese invasion) so do not award more than 5 marks for a narrative on the Long March alone.

- (c) *Why did the Communists defeat the Kuomintang in the civil war in the years 1946-1949?* **(6)**

Focus is on cause; maximum of 4 marks for description of the conflict. Good candidates will be chronologically precise and will not begin their answers well before 1946. The focus of the question is quite tight. Use paragraph 8 of the generic mark scheme. Most candidates will know about Communist relations with peasants; corruption and uncertain leadership in KMT; KMT alienation of many groups in society; frittering away of US aid.

Total 20 marks

Question 13

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

- (a) *Why did Japan declare war on the United States in 1941?* **(4)**

Focus here is on cause. Description of background to outbreak of war will have 2 marks maximum. The main focus must be on Japanese aggression and its hope to catch the Americans unawares and thus gain an immediate advantage.

- (b) *Describe the main features of the war in the Pacific from 1941-1945, explaining why the Japanese lost that war.* **(8)**

Here focus is description in first part, so use paragraphs 3-5 of generic mark scheme. Use paragraph 8 for the second part. Candidates who tackle only one side should have maximum of 5 marks. There is much precise information around in texts on World War II. Candidates should refer to the main stages of the war including Island Hopping; effective use of US airforce and transport planes.

- (c) *In what ways did the government of Japan change after 1945 and why might the years 1945-1952 be considered as 'the birth of a new Japan'?* **(8)**

Focus here is on historical exposition and on causation. Maximum of 5 marks for excessive concentration on one side. Candidates should know about transition to democracy and crucial importance of Allied control, via army of occupation, in the early years. On cause, candidates may well want to say that the key issues relate to the new orientation of the Japanese economy, with emphasis on mass production and consumer goods. Use paragraphs 3-5 and 8 of generic mark scheme.

Total 20 marks

Question 14

Describe the career of Saddam Hussein as leader of Iraq since 1968. Explain how, and why, his rule caused conflict both with neighbouring states and with the United Nations.

Focus here is on description and causation. Allow 12/8 marks either way. Description may involve candidates in discussing nature of his rule, how important military strength was and Saddam's attitude to political opponents. Candidates in the second half of the question are likely to concentrate on the Iran-Iraq war and on the Gulf War and its outcome. It is not necessary to give equal treatment to each but maximum of 16 marks if there is no mention whatever of one. On UN response to the invasion and on trade sanctions after the Gulf War, candidates might wish to discuss the influence of western allies on UN resolutions.

Total 20 marks

Question 15

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

(a) *Why did conflict break out between Israel and its Arab neighbours in 1967?* (6)

Focus here is on causation. For an account of the background to the conflict, maximum 4 marks. Candidates may be expected to deal with longer-term issues, relating to status of Palestine and Israel's right to exist, as well as short-term ones such as growth in Arab nationalism, Syrian support for Palestine Liberation Movement and USSR support for Arab nations.

(b) *Describe the main stages of the Arab-Israeli wars of 1967 and 1973.* (8)

Use paragraphs 3-5 of generic mark scheme. Maximum 5 for no consideration of one of the two wars. Important to mention Israeli success in 1967 and the creation of buffer zones to guard against Arab incursions. In Yom Kippur war, early Arab successes but counteracted by Israeli response and Israel hung on to its 1967 territory.

(c) *Explain how a peace process between the Arabs and Israelis became established from the mid-1970s. How successful was that process in the years from 1974-1989?* (6)

Focus is on explanation and judgement, so use paragraphs 3-5 and 8 of the generic scheme. Candidates should know about the main factors conducing to exploration of peace possibility and also about the Camp David Accords. On how successful, relevant to mention no further full-scale war but equally no feeling that the Palestinian issue had been settled. For each part of the question, maximum 4 marks.

Total 20 marks

Question 16

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

- (a) *Explain what is meant by the term 'guerrilla warfare'.* **(4)**

Target: Explanation of key term.

L1: Basic statement which shows some understanding that the term relates to fighting but not in an open battle. **1-2**

L2: Developed explanation which shows clear understanding of term and may relate that understanding to a specific instance or context, for example to particular campaigns, as for example in Vietnam in 1960s. **3-4**

- (b) *Choose any ONE area of Asia or the Middle East and describe how guerrilla warfare was used in that area in the twentieth century.* **(8)**

Focus here is on description, so use paragraphs 3-5 of the generic mark scheme. What is said will depend on the area chosen but credit should be given to those who specifically refer to the use of covert forms of war. Thus, following the example above, candidate may make use of knowledge of Vietnam war to show how the North Vietnamese combated US military presence.

- (c) *Was the use of guerrilla warfare successful in achieving the objectives of those who employed it in the area you have chosen? Explain your answer.* **(8)**

Target here is historical judgement. Use paragraph 8 of generic mark scheme. Answers will be determined by content chosen. Do not credit material used in answer to (b) a second time but further descriptive material can reach up to 5 marks. Beyond that, judgement needs to be explicit.

Total 20 marks

Section C The USA and the Americas

Question 17 Optional Documentary Question

- (a) *What message about Roosevelt and his policies is Cartoon B trying to put across?* **(3)**

Target: Comprehension of, and inference from, presented source.

L1: Basic statements showing some understanding that the cartoon is hostile to Roosevelt. May quote the 'bad word'. **1**

L2: Developed statements showing clear understanding of the hostility which the cartoonist shows. For example, candidates might note that the writing on pavements, or walls, could be seen as making some kind of statement. Calling the President's name 'rude' strongly suggests attack on his reputation. Best candidates might also note the family context, thereby implying that in properly organised families there was hostility to Roosevelt's policies. For maximum marks, candidates should go beyond just comment on 'rude word' itself. **2-3**

- (b) *How in Extract A does Roosevelt use language to emphasise the message he is trying to put across about the USA's situation in 1933 and how it can be improved?* **(4)**

Target: Analysis of language from presented source.

L1: Basic statements about language of source or quotations without explanation. Excessive 'lifting' rather than precise use of language is a normal characteristic of Level 1 answers. **1-2**

L2: Developed statements about how language is used to create effect. Candidates might quote phrases such as 'whole truth, frankly and boldly', 'This great nation...endured, revive'. For maximum marks there should be some comment on how language increases the importance of the message and shows a way forward. Roosevelt is saying that US citizens can trust to the future – must put behind them fear about unemployment and the rest. **3-4**

- (c) *How reliable is Cartoon B as evidence of reactions in the United States in the 1930s to Roosevelt and his policies? Explain your answer by reference to the cartoon.* **(3)**

Target: Evaluation of reliability of visual source.

L1: Basic statements about reliability of source. e.g., for basic understanding, notes that this is a US cartoon and that cartoons are not 'real'. Candidates may state that source is not reliable because it is 'biased', or 'it's just one man's opinion'. Generic statements on utility must be pegged to L1. For two marks candidates make some reference both to the cartoon and to its provenance. **1-2**

L2: Developed statements about reliability of source. Candidates at this level should be able to discuss utility in context both of what the cartoon portrays (e.g. a family in which the boy is being criticised for using Roosevelt's name) and also in terms of what message is being conveyed. Thus the cartoon is clearly an exaggerated statement but it can be a reliable indicator of elements of public opinion in 'middle America' Do not expect fine-grained reliability comment for maximum marks. It is sufficient that candidates have reflected on what conduces to reliability in the context of this source and its origin.

3

- (d) *Describe the policies which F.D.Roosevelt put in place to help the United States to revive and prosper in the 1930s.* **(10)**

Target : Description of key feature of US history.

Mark according to principles identified in generic scheme, paragraphs 3-5. Reserve Band 4 marks for responses which are knowledgeable as to Roosevelt's New Deal policies and who can deploy that knowledge with both accuracy and precision. Most will use information about work-creation schemes, especially Public Works Administration and Tennessee Valley Authority, National Industrial Recovery Act; Agricultural Adjustment Act aiming to raise food prices. Commission to regulate stock exchanges. Works Progress Administration 1935 replaced earlier agencies and spent \$11bn on public works. Social Security Act: old age pensions and unemployment insurance. Wealth Tax and excess profits tax. In 1937 and 1938 federal government lent money to sharecroppers and tenants wanting to buy farms. Establishment of minimum wage and maximum working week.

Total 20 marks

Question 18

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

- (a) *Explain why so many people emigrated to the United States before the 1920s.* **(6)**

Focus here is on cause, so use paragraph 8 of generic mark scheme. Candidates may be expected to explain that the US offered the opportunity of jobs and greater prosperity. Some candidates may also wish to explain that the US offered a haven from religious or other persecution.

- b) *Describe the policies which the US government introduced to restrict immigration in the 1920s.* **(6)**

Focus here is on description, so use paragraphs 3-5 of generic mark scheme. Candidates should know about restrictions which were imposed from 1921 and the policy of quotas: fixed maximum of 150,000 after 1924. Remember that the question is restricted to 1920s so do not credit any comment which relates to the Depression years.

- (c) *Why were so many US citizens in the 1920s hostile to blacks and to recent immigrants? How did they show their hostility at this time?* **(8)**

Focus here is partly cause and partly historical exposition. On cause, look for understanding of racial policies and perceptions of inferiority and superiority. For some, hostility to immigrants related to a fear that economic prosperity and job security might be threatened. On how hostility shown, expect comment on Ku Klux Klan in the south and on discrimination against immigrants. Use paragraphs 3-5 and 8 of generic mark scheme. Maximum 5 marks for consideration of only one side.

Total 20 marks

Question 19

(a), (b) & (c) 5/9/6 inflexible

- (a) *What impact did the Second World War have on conditions in the United States in the years 1941-1945?* **(5)**

Many candidates will answer this in general terms and perhaps by pointing out that there was far less direct threat to citizens than in Europe. Nevertheless, there was need for women to do jobs which had previously been done by men. Impact of recruitment of servicemen. During Second World War, the economy boomed and unemployment declined rapidly. US armaments manufacture and many other new jobs created.

- (b) *Describe the ways in which the United States became heavily involved in European affairs in the years 1945-1949.* **(9)**

Use paragraphs 3-5 of generic mark scheme. Most candidates will use their material on US support for non-Communist regimes: Marshall Aid, Berlin Airlift etc. As ever in descriptive questions, reward candidates who have precise material from the specific period.

- (c) *Why, and in what ways, did citizens in the USA react to the country's greater involvement in European affairs in the later 1940s and 1950s?* **(6)**

There is, of course, a range of responses and good candidates will show differences. Many citizens were supportive of this involvement in the interests of defeating Communism. Others were concerned with cost of intervention and implications for taxation. Exclusive concentration on one side of the question maximum 4 marks, although there will be relatively little to say on 'Why', so do not expect equal balance in answers.

Total 20 marks

Question 20

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

- (a) *Describe the main policies of President Batista in Cuba in the 1950s, explaining why these policies were widely unpopular in the country.* **(6)**

Focus here is on explanation as well as description, though many candidates will run the two answers together. Answers are likely to run on Batista's policies designed to advantage businessmen and close relations with the United States. Candidates might discuss corruption. For exclusive concentration on one part of the question, maximum 4 marks.

- (b) *In what ways did the Cuban revolution of 1959 bring change to the government and policies of the country?* **(6)**

Focus here is on historical exposition so use paragraphs 3-5 of the mark scheme. Most will concentrate on nature of the Castro regime and its Communist ideology. Main changes to be noted concern relations with the US and closer relations with the USSR. Policies concerned greater equality and nationalising, especially American-owned sugar plantations.

- (c) *Why did Cuba become the scene of major international tension in 1962?* **(8)**

Focus here is on cause, though many candidates will want to provide detailed narrative of the Cuban missiles crisis. For this, maximum of 6 marks. Given the focus, candidates should discuss US perception of the threat coming from siting of missiles in Cuba linked to the ideological differences between US and Cuba, leading to USSR seizing opportunity to extend its presence in an overwhelmingly US sphere of influence.

Total 20 marks

Question 21

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

Choose any one country in Central or South America, other than Cuba and the nations of the West Indies.

- (a) *Explain the major political and economic difficulties the country you have chosen faced in the years from the end of the Second World War to the end of the 1970s.* **(8)**

Answers will obviously depend on country chosen, but answers are likely to concentrate on problems of establishing stable regime which was not dominated by the military and the economic problems and opportunities of living near to a superpower.

- (b) *Describe how the country's government attempted to deal with these difficulties.* **(6)**

Again, answers will depend upon the country chosen but, as ever, reward precisely selected information which concentrates on policies. Do not be too demanding over chronological range. It is acceptable to concentrate on one important regime, for example that of Peron in Argentina. Use paragraphs 3-5 of the generic mark scheme.

- (c) *How successful do you think that the government's policies to deal with these difficulties were? Explain your answer.* **(6)**

Use paragraph 8 of generic mark scheme. For description, maximum 4 marks and do not reward material already used in parts (a) and (b). Good evaluations will select precise evidence in support of a case.

Total 20 marks

Question 22

(a), (b) & (c) 10/5/5: inflexible

- (a) *Describe the main policies of Richard M. Nixon as President of the United States in both domestic and foreign affairs.* **(10)**

Use paragraphs 3-5 of generic mark scheme. Policies are likely to concentrate on lower taxation at home and on ending Vietnam war and closer relations with China abroad. There is, of course, much scope and do not expect blanket coverage in the time available. However, there should be at least some attempt at balance.

- (b) *Explain the circumstances in which Nixon's Presidency came to an end.* **(5)**

Focus here is on explanation, though many candidates will want to narrate Watergate. Sometimes such answer will include at least implicit explanation and so can be rewarded to maximum. Best candidates should, however, explain why the Watergate scandal led to a constitutional crisis which was only ended with Nixon's resignation.

- (c) *How successful a President do you think Nixon was? Explain the basis of your answer.* **(5)**

Focus here is on historical evaluation and judgement. Use paragraph 8 of generic banding definitions. Further descriptions can get up to 3 marks here but do not reward material already credited. Be prepared to reward answers which come to a judgement which is either favourable or unfavourable. Good candidates should be able to select evidence to support judgement.

Total 20 marks

Question 23

(a) & (b) 6/14 inflexible

- (a) *Why did the Federation of the West Indies last for such a short time?* (6)

Focus here is on cause. Use paragraph 8 of generic mark scheme. Description of problems with no judgement on cause can get to 4 marks maximum. However, remember that some implicit judgement on cause may be present. Candidates should be aware of the differences within the Federation and of the different ways in which ex-colonies of Britain wished to develop.

- (b) *For the [West Indian] country you choose, explain what its major problems were after achieving independence and how successfully it tackled those problems.* (14)

Focus here is on historical exposition and judgement; use paragraphs 3-5 and 8 of generic mark scheme. Material will obviously depend upon the state chosen. Reward precise selection of evidence in support of a case in the second part of the question. There are two parts to the question and exclusive concentration on one part should have maximum of 8 marks.

Total 20 marks

Question 24

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

- (a) *Explain what is meant by the term 'information technology revolution'.* (4)

Target: Explanation of key term.

L1: Basic statement which shows some understanding that the term relates to computers or micro-technology in some way. **1-2**

L2: Developed explanation which shows clear understanding of term and may relate that understanding to a specific instance or context, for the development of main frame and personal computers, perhaps with some emphasis on changes in work and leisure. **3-4**

- (b) *With reference to examples drawn from the United States, describe how information technology has developed in the years since c1960.* (8)

Focus here is on description. Use paragraphs 3-5 of the generic mark scheme. Best answers will be precise and will make use of prescribed chronology. Do not over-reward generalised assertion.

- (c) *How has the information technology revolution changed the lives of US citizens during the last forty years? Have these changes been of benefit to US citizens? Explain your answer.* **(8)**

Two parts to this question: exposition and explanation. Maximum of 5 marks for total concentration on one side. Candidates might mention the impact of information technology on education and also on leisure for young people especially, but it is also possible to argue that IT has changed all aspects of life, because of computerized records. Candidates are free to argue what they will in the second part but must make a case based on evidence.

Total 20 marks

Section D Europe, including Britain and Russia

Question 25 Optional Document Question

- (a) *What, according to Extract B, was the Provisional Government's attitude towards 'the world war'? Explain your reference with reference to the extract. (3)*

Target: Comprehension from presented source.

L1: Basic statements showing some understanding of Provisional Government's attitude – it was in favour of keeping on with the war. Excessive 'lifting' without explanation suggests L1. **1**

L2: Developed statements showing clear understanding of Provisional Government's attitude. Will understand that it was in favour of the war and would maintain its treaty obligations. Overall understanding will be shown by ability to use passage to present a clear statement about attitude. **2-3**

- (b) *What can you learn from Photograph A about support for revolution in Moscow in February 1917? Explain your answer. (3)*

Target: Inference from presented visual source.

L1: Basic statements giving general understanding about the message given by the photograph. Will see that people are taking newspapers from the soldier. **1**

L2: Developed statements about the message of the photograph. Will be able to infer that the photograph suggest enthusiastic welcome of the soldier's message as conveyed through the newspaper. May well pick up evidence of facial expressions which support the idea of welcome for revolutionary ideas. Candidates at this level should also notice both civilian and at least some military support for revolution. **2-3**

- (c) *How much reliance should a historian place on Photograph A and Extract B as evidence about popular attitudes in Russia in early 1917 towards both revolution and towards 'the world war'? (4)*

Target: Evaluation of reliability of two sources.

L1: Basic statements about reliability of the two sources, e.g. simple statement that the photograph will give a 'real' picture while the speech is arguing that the war should continue. Provenance may be transcribed literally. Candidates might also say that both sources were produced at the time and therefore 'reliable'. Alternatively, a developed statement about one source only may be made. Candidates may make simple generic statements, e.g. about a photograph not 'lying'. **1-2**

L2: Developed statements about reliability of both sources. Candidates at this level should be able to discuss reliability in context of the messages conveyed by the sources (e.g. photograph shows enthusiastic welcome but may have been used as propaganda to imply greater overall enthusiasm than was the case. Similarly, the speech will probably be accurate as a speech but it can't be taken as reliable evidence that its audience were persuaded. It does not matter whether candidates argue that the sources are, or are not, reliable so long as they set up considered criteria for judging the grounds on which they might be so considered. Do not expect fine-grained reliability comment on both sources for maximum marks. It is sufficient that candidates have reflected on issues relating to reliability in the context of the two sources. **3-4**

- (d) *Describe the course of the revolution in Russia during 1917, explaining why the Bolsheviks were able to seize power in October/November of that year.* **(10)**

Target: Description of key features of revolutionary events in Russia.

Use paragraphs 3-5 of generic marking scheme. Emphasis in good answers should be on precise detail which include adherence to the precise chronology. Emphasis should be on events leading up to the overthrow of the Tsar, then on the Provisional Government and its attempts to establish order and viable government, the challenges it faced and then the attack on the Government by the Bolsheviks. Candidates should not be rewarded for material which goes back significantly before 1917 (although the context of a war-torn economy and military defeat may be used) or on into the Civil War or the policies of Lenin from 1918 onwards.

Total 20 marks

Question 26

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

- (a) *Describe the main terms of the peace settlements of 1919 as they affected Germany and the Austro-Hungarian Empire.* **(8)**

Focus here is on historical description. Use paragraphs 3-5 of the generic mark scheme. Candidates should concentrate on the Treaties of Versailles (Germany) and St Germain & Trianon (Austria & Hungary respectively). Main emphasis should be harsh terms, including loss of territory and reparations. It is likely that much more will be known on treaty affecting Germany and maximum 6 marks for candidates who provide exclusive commentary on Versailles.

- (b) *Explain why the terms of the Treaty of Versailles were so harsh towards Germany.* **(6)**

Focus here is on cause: do not reward material already provided in answer to (a). Use paragraph 8 of generic mark scheme. Candidates should concentrate on devastation of the war, feeling that Germany had been to blame and widespread desire for revenge by statesmen on behalf of their people.

- (c) *On what grounds, in the early 1920s, was the Treaty of Versailles so heavily criticised?* (6)

Focus here is on historical exposition. Candidates can concentrate either on criticism from within Germany (which concentrated on excessive harshness and devastating economic consequences of reparations) or from outside. From outside Germany, increasing recognition that harsh terms were producing destabilising consequences throughout Europe and might aid extremist parties.

Total 20 marks

Question 27

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

- (a) *What were Benito Mussolini's main foreign policy objectives in the years 1922-1939?* (6)

Focus here is on historical exposition. See generic mark scheme paragraphs 3-5. Relevant to mention expansionist aims and attempting to make Italy a great power recognised as such by other nations.

- (b) *Describe how Mussolini's policies in the 1930s brought him into conflict with the League of Nations.* (8)

Focus here is historical exposition. Most candidates will describe the Abyssinian crisis and the UN reaction. Candidates can be allowed to produce their expositions of how the crisis resolved itself but there should be precise knowledge of both Italian aggression and how the League responded to what it saw as a threat.

- (c) *Do you think that Mussolini had increased Italy's influence in world affairs by 1939?* (6)

Focus here is historical judgement. For further description of Mussolini's foreign policies, maximum 4 marks but do not credit material already rewarded in (a) and (b). Evaluation must be on extent to which Italy had increased its influence. Relevant to mention how far relations with Germany, the Abyssinian crisis and involvement in the Spanish civil war did increase influence. It is possible to argue that, by 1939 if not earlier, Mussolini was widely seen as excessively dominated by Hitler.

Total 20 marks

Question 28

Describe the domestic policies of Josef Stalin within the USSR in the years 1928-1941, explaining how successful you consider them to have been.

This question is in two parts. Allow 14/6 marks either way, since few candidates are likely to be able to sustain an answer to the same length concerning judgements on 'how successful'. In the first part, candidates are likely to write about policies designed to modernise the USSR (including collectivisation) and the increasing control exercised by Stalin over the USSR (including the Purges). Reward candidates who can range across the period and who can provide precise material.

Total 20 marks

Question 29

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

- (a) *Explain how Hitler and the Nazis were able to achieve power in Germany in the years 1929-1933.* **(6)**

Focus here is on description. Reward answers which are both precise and stick to the chronology, which is tight. There is, of course, much to go at including: economic depression; impact of unemployment; rising fortunes of Nazis in elections, especially 1930 and 1932; how Nazis used fear of Communism; attempt by established politicians (von Schleicher and von Papen) to neuter Hitler's impact by including him within existing structure. If explanation of why Nazis came to power is on offer, it can be rewarded but is not necessary for maximum marks here, since causation is only implicit.

- (b) *Describe the ways in which Hitler and the Nazis increased their power within Germany in the years 1933-1935?* **(6)**

Focus here is on understanding key features of Nazi consolidation of power. The emphasis must be on growing power within. Key points are Enabling Law (1933) suspending constitution; abolition of opposition parties; centralisation of power in local as well as central government; control of trade unions; impact of Night of Long Knives (1934); Hitler as President from 1934; increased Nazi control over the Army. Use paragraphs 3-5 of generic marking scheme.

- (c) *Do you think that the domestic policies of Hitler and the Nazis brought more benefits than disadvantages to the citizens of Germany in the years 1933-1939? Explain the basis of your answer.* **(8)**

Focus here is on historical judgement. Use paragraph 8 of generic mark scheme. For description of what the Nazis did in domestic policy maximum of 5 marks. On benefits, candidates are likely to talk of moving out of depression and lowering unemployment. On the other side, there is the lack of representation, increasing brutality to opponents and persecution of identified minorities.

Total 20 marks

Question 30

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

- (a) *Why did Germany achieve so many military and strategic successes in the early stages of the Second World War (1939-1941)?* **(6)**

Focus is on cause. Description of relevant events in 1939-41 should have maximum of 4 marks. Key factors are: Blitzkrieg tactics; speed of German movement; working to an identified plan. Lack of direct support for Europeans from USA. Use paragraph 8 of generic mark scheme.

- (b) *Describe the main stages of the Second World War in Europe in the years 1942-1945.* **(8)**

Focus here is on description of key events in the second stage of the war when Germany is increasingly on the defensive. Relevant to mention Germany's failures in Russia; allies conquest of Italy; D-Day and the liberation of France; final push on Germany from West and East. As always, reward precise information.

- (c) *How important was the direct involvement of the United States in the war in Europe to securing the victory of the Allies by 1945?* **(6)**

Focus here is on historical judgement. For description of US involvement maximum 4 marks. Candidates can of course argue as they wish, but better answers will select information effectively to buttress a case.

Total 20 marks

Question 31

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

- (a) *Describe the main domestic policies and objectives of Josef Tito as ruler of Yugoslavia in the years 1945-1975.* **(8)**

Focus is on description. Most candidates will not separate policies and objectives, but they should recognise that Tito aimed to avoid excessive USSR involvement in Yugoslavia's development.

- (b) *Why did Yugoslavia slide into disunity and crisis after the death of Tito?* **(6)**

Focus here is on cause, so use paragraph 8 of generic mark scheme. Many candidates will talk of Tito's personal qualities and also the religious and nationalist divisions within Yugoslavia which made long-term retention of a Yugoslav national identity problematic. Also, important to note the self-interest of some leaders, perhaps especially in Serbia, and objective in certain states to establish overall dominance in the area.

- (c) *Explain what issues divided the peoples of the former territory of Yugoslavia in the 1990s and why conflict between them in that decade was so bitter.* (6)

Two parts to the question here. Divisions are mainly ethnic and religious (especially Muslim and Christian) and conflict's bitterness in part explained by sense of betrayal at loss of protection which had been provided under Tito. Also concern about ethnic cleansing and feeling that war being made unnecessarily brutal with the aim of destroying minorities in states.

Total 20 marks

Question 32

(a), (b) and (c) 4/8/8 inflexible

- (a) *What is meant by the term 'European integration'?* (4)

L1: Basic definition of term: anything which implies bringing states closer together. (1-2)

L2: Developed explanation of term which shows what it means and locates this in particular context. Here the most likely context lies in moves to bring nations of the EU closer together, for example in law, social chapter, etc. (3-4)

- (b) *Why did many members of the European Union (EU) in the 1980s and 1990s favour greater European integration?* (8)

Focus here is on cause so descriptions of what happened in terms of European policy in the relevant period will have maximum of 5 marks. Most candidates are likely to talk of perceived advantages of harmonisation in terms of free trade, equal opportunities under law, emergence of Europe as one of the world's most important markets, etc.

- (c) *Describe the main policies followed by the European Union in the 1980s and 1990s in order to achieve greater integration. Why did many citizens in the member states oppose these policies?* (8)

Two parts to this question, one requiring description of policies and the other targeted on cause. Mark at maximum of 5/3 marks either way. On 'why' many citizens feared greater powers of a European super state and were concerned about withering of national independence. By later 1990s, also there was considerable scepticism about the likelihood of major economic gains from greater integration.

Total 20 marks

HISTORY (SYLLABUS C) 7263, CHIEF EXAMINER'S REPORT

General Comments

The examiners were happy to report a considerable improvement in the standards achieved by candidates in 2001 compared with those of 2000. This was especially true of performances towards the top of the range. This improvement can be attributed to two main factors. Firstly, the marks earned on the document questions are beginning now to edge upwards. Secondly, candidates seem to have found a good range of questions to answer in the popular Sections C and D. Many candidates, probably the majority, chose questions from more than one section. Levels of knowledge seemed a little higher this year than last. Performance does not seem to have been significantly influenced by the structure of the candidature. Numbers were very similar to those seen in June 2000 and Centre types did not show significant variation either. The mean score on the paper increased by 2% and both teachers and candidates are to be congratulated on their hard work.

Before beginning a report section by section it seems appropriate to return to the skills tested by the Document questions. Although these are not compulsory, they do tend to be popular with candidates. The most popular question of all was that on Section C (USA) and other document questions were among the most popular in each section. That said, it remains the case that many candidates have little real understanding of the skills which are needed in order to be successful. The first clear message which needs to be conveyed is that candidates should not choose document questions purely because of their familiarity with the subject matter. A number of answers were seen which scored very lightly on sub-questions (a) to (c). Examiners felt that candidates had made their choices purely on their ability to cope with the final sub-question. Since this never produces more than half the available marks, this is a risky strategy unless evidence skills are in place.

It is easy to summarise the skills which are tested, and the following should be seen as a guide to what is required. The document questions will always contain four sub-questions, of which the first three will test evidence skills and the last knowledge of the topic area. The last sub-question will always carry the highest tariff, 9 or 10 marks in all. The other three questions will carry marks of either 3 or 4, adding to 10 or 11 marks in all. Question (a) will require students to comprehend information from a source, which may be written or visual. Additionally, they may be asked to make simple inferences. Common question stems are 'What can you learn from Photograph A about...', 'What, according to Source B, are the main reasons for....'. Questions (b) and (c) may cover a range of skills but these can be anticipated. They may require inference from one or two sources. If the source is visual, candidates will be asked to tell the examiner what they can work out from examining the evidence: what can they see in a photograph, how does a cartoon put over its message (which will usually be making a clear critical statement either in favour of, or against, an individual, policy or development). Candidates might also be asked to comment on how a speaker or writer uses language to put across, or to emphasise, a message. A typical question stem here would be: 'How in Extract B does X use language to emphasise the message he is trying to put across?' Faced with questions of this type at this level, candidates should expect to find examples of language which is exaggerated or angled in some way or is targeted at a particular audience – as with Roosevelt's use of the broadcast medium to reach a vast audience directly through a formal statement, but one which came over almost as a frank, personal chat with the nation. Questions might also test a candidate's ability to cross-refer between documents in order to reach a simple judgement. A typical question might be: 'Does Extract A support the evidence of

Photograph B about....Explain your answer.’ Here candidates will need to understand what the sources say and be looking for similarities and differences.

One of the evidence questions which gives most difficulty is the type which asks how reliable, or useful or valuable a source is as evidence about a particular event, individual or development. In answering these questions, candidates should note the *type* of evidence they are handling. If it is a photograph, how much does it show? If it is a speech, is the speaker trying to win over an audience or persuade it about the importance of a policy? If it is a diary, will the author be likely to be giving a personal, unvarnished opinion? The answer might depend upon whether the diary was intended for later publication or not. Candidates should, therefore, be trained to carefully study the information which is given underneath the source, often referred to as its provenance. That will contain clues and is included in order to give candidates valuable information designed to be used in the answer. The best answers, however, will always match what information is provided in the provenance with the actual information given in the source. It remains the case that too many candidates use their evidence questions as stimulus. In other words, they do not *use* the source material; rather, they see it as a prompt to provide information they had brought into the examination room. This misunderstanding is bound to result in low marks for the sub-question if any marks at all. Questions targeted on reliability still produce a worryingly high number of answers for which no credit can be given.

The final sub-question gives candidates the opportunity to make use of information they have learned. Frequently, this question will ask candidates to describe key events or developments, although evaluative questions may also be asked. If candidates understand how the documentary questions are structured and what is required of them, the examiners hope that the gentle improvement noted as a trend in recent examinations will become more pronounced. The examiners have no wish to mystify or bemuse candidates with their questions: hence the repetition of advice which has been offered before.

Section A

This is, by some distance, the least popular section on the paper. Although some Centres clearly prepare their candidates well for particular questions, most ignore this Section or, at best, tackle the document question. On this paper, far more answers to Question 1 were seen than to any other question on the paper, although it was still tackled by far fewer, 10 per cent of all candidates. This question did not score highly. Only a small number of candidates were able to ‘read’ the photograph to make the straightforward observation that a viciously divisive policy seemed to be being ended with handshakes and smiles. However, some could make use of their understanding of Extract B to conclude that the end of Apartheid was being portrayed here in a different light. For the reasons given in the general section above very few candidates were able to obtain maximum marks in question (c). Candidates could have used the obvious fact that this source was written by the leading anti-apartheid campaigner to comment on its value as evidence of the aims of Mandela in 1994. Too many very general answers were seen. Some just provided a straightforward précis of the Extract with no comment on the value of the source. Question (d) was targeted on the recent history of South Africa and too few candidates were prepared for this angle. A lot of information was provided about attacks on apartheid in the period before 1994 and little of this material could be credited.

The only other question in this Section which attracted significant numbers was Question 8, and it produced results of varying standards. Most candidates had very little specific information. Too many candidates used the question as an opportunity to offer very generalised, if angry, denunciatory comments about the international monetary system. Levels of specific historical knowledge were very low. Although the remaining questions attracted only small handfuls of candidates, some answers received high marks. In Question 7, for example, a number of candidates had prepared themselves to answer questions on Ghana and used their knowledge well to answer with confidence. However, the description question related to the coming of independence scored much more highly than the evaluative question, which asked candidates to make judgements about the effectiveness of Ghanaian governments since independence. Indeed, some seemed to have very little knowledge of the state since independence.

Section B

Some of the questions in this Section are very popular. As a whole, however, the Section receives less attention than do either Sections C or D. Selections confirm previous trends which have demonstrated that candidates wish to answer questions on China, at least down to the death of Mao and on India to independence. Other topics can attract attention, however, and this year the examiners were surprised at the relative popularity of Question 16, with its focus on guerrilla warfare.

The Document question (Question 9) produced some strong responses. Very few candidates noted the relative informality of the people's courts in their responses to question (a), although many used evidence about clothing to comment on the nature of the 'people's courts'. Many candidates scored full marks on sub-question (b) because they understood that the source depicted Communism as a superior system into which the Chinese people had developed. Some candidates performed well on question (c) also, though the combination of inference and cross-reference was beyond many. Many very strong answers were seen to the first part of sub-question (d), which was about Communist agricultural policies in the 1950s and 1960s, but only a few could get close to maximum marks by offering a judgement on the success of Communist policies. Weaker candidates tended not to concentrate, as required, on agriculture alone.

Question 10 was clearly appreciated by many candidates. Several were able to accumulate well by providing prepared material on the Indian independence movement. Naturally, and appropriately, Gandhi was at the core of these answers, though better candidates attempted to discuss wider issues of nationhood, national identity and growing resistance to British rule. Many weaker candidates wrote repetitively. It was common to find material already deployed in (a) being used in (b) as well. Many weaker candidates fail to make any distinction between questions targeted on description and on causation. Answers to question (c) were usually a little less successful, some candidates finding it difficult to cover both the causes of the split between Hindu and Muslim and also the specifics of the granting of independence. However, on average, more marks were obtained on this question than any other on the paper.

Question 11 attracted a smaller number of candidates, perhaps because it proved difficult to find clear information on topics other than the Balfour Declaration and Immigration into Palestine. Some candidates were knowledgeable about terrorism in the 1940s but they were in a minority. As ever, a number of factually well prepared

candidates were effective in saying, for example, what the Balfour Declaration was, while being less successful in explaining its importance.

Question 12 was the most popular question in the Section and one of the most popular on the paper, with more than 30% of candidates attempting it. In general, candidates knew the topic well enough to score solidly. However, there were some pronounced weaknesses. In part (a), the focus on causation was rarely sustained and some candidates failed to provide coverage across this disturbed period. Few candidates discussed ideological differences in any depth. Many candidates scored very highly on Section (b) because of their knowledge of the Long March which could be fully credited here. The best candidates, however, saw the need to put the March into its wider context and also show understanding that the campaign was not merely concentrated on the period 1934-5. Question (c) produced much weaker answers. Some candidates made effective use of material concerning Kuomintang weakness but the main difficulty for many was the lack of chronological precision. Too many answers made little or no reference to the period 1946-9 or showed any understanding of why the selected chronology was significant.

Some reasonable answers were seen to Question 13 although few candidates could make effective responses to all three parts. Answers to (a) tended to concentrate exclusively on what happened at Pearl Harbour, rather than on why the attack took place. Answers to (b) varied in quality; many had clearly not studied the military aspects of the topic in any depth and generalisations resulted. Some candidates clearly tackled part (c) having made a serious study of Japan down to 1945.

Question 14 was all but ignored and question 15 was tackled by a relatively small minority. Many answers to this were relatively strong. Too many answers to (a) offered only generalised answers rooted in understanding of visceral hatred of the state of Israel and hostility to its right to exist. Specific causes of the war in 1967 caused difficulties. Answers to (b) were reasonably secure and the depth of knowledge on offer from some candidates was wholly admirable. Answers to (c) were rather less secure. Few could offer informed evaluations about the degree of success of the peace process and it was noticeable that some students had clearly studied Arab-Israeli relations in detail down to 1973 but thereafter saw Camp David only as a brief codicil.

A number of strong answers were seen to Question 16 (a) by candidates who really understood the concept of guerrilla warfare. They then often went on to illustrate how it operated, usually in the specific (and well-known) context of the Vietnam War. Those who chose Vietnam in (b) were also well positioned to offer at least basic evaluative comment on the extent of success. Candidates who under-performed on this question did so either because they did not know enough (the standard reason) or because they saw no distinction between guerrilla warfare and terrorism and thus chose inappropriate examples.

Section C

As usual, candidates concentrated overwhelmingly on the United States in this Section. Very few answers were seen to Question 21 (which offered a very wide choice in central and southern America) or to Question 23. However, the examiners were surprised that Question 20, which required knowledge of Cuba before the Missiles Crisis, attracted so many takers. It is also interesting to note that the Presidency of Richard Nixon now seems to be a central element in candidates' study of the United States which has not been the case until recently. Question 22 was answered by almost 20% of all candidates.

Question 17 was the most popular on the entire paper, being attempted by more than 60% of candidates. Many candidates handled it capably and overall scores on the question were satisfactory. Answers, however, showed considerable imbalance. Sub-question (d) was extremely well handled. Clearly the topic of the New Deal is very well known and several candidates obtained maximum marks by describing many of its key features. Answers on the evidence sub-questions were considerably less successful. Many in (a) simply misunderstood the message of the cartoon. Some even said that the fact that the child was writing the name Roosevelt on the pavement showed how well-known and popular he was. Perhaps the phrase 'a bad word' confused some; many others, it seemed, ignored the caption altogether. In (b), candidates often did not know how to select key words or phrases indicating that this was intended to be a formal statement but one which showed the President apparently determined to pursue an honest course – 'the whole truth, frankly and boldly'. A large number of candidates saw this as a comprehension exercise, thus missing the central point. Very many candidates also entirely missed the point about reliability in sub-question (c), though a number of the more able did note that this gave an interesting insight into the opposition to Roosevelt. Very few, however, were able to note that the cartoonist had deliberately chosen to attack Roosevelt by depicting a nuclear family – thus attempting directly to loosen one of the key supports for the President's policies. Candidates could have spoken about the deliberate exaggeration and/or simplification of the message of a cartoon. They could alternatively have drawn on contextual understanding to make points about the typicality of attacks such as this. Too many, however, seemed at a loss what to say. It was far from unusual to find candidates scoring, say, 11 or 12 marks on this question as a whole and getting 8-10 of them from sub-question (d).

Question 18 was also popular and fairly well answered. Most candidates could score well on section (a) and (c). In (c), rather more tended to be known about hostility to blacks than to immigrants. Much was found on the activities of the Ku Klux Klan. However, the lack of precise knowledge about immigration legislation was noticeable and prevented many candidates from scoring high marks for the question as a whole.

Many candidates attempting Question 19 failed to understand that its focus was on the impact of the War on the domestic situation. Many candidates made good use of their knowledge of the Marshall Plan, the Berlin Airlift and NATO in response to (b) but answers to (c) tended to be thin. Few candidates seemed to understand that it afforded them an opportunity to discuss McCarthyism.

Answers to 20 (a) were variable but some very good answers were seen from candidates who argued that the corruption of the Batista regime and its excessive indulgence towards US influence in Cuba were key factors explaining its unpopularity. Enough was also known about the policies of Fidel Castro to enable most candidates to gain at least half marks on part (b). Unsurprisingly, the highest marks tended to be earned on (c), although a number of candidates substantially exceeded the brief to discuss the causes of the Missiles Crisis, providing a complete account of the crisis and its immediate aftermath, much of which was irrelevant here.

It was good to see a number of well-informed answers to Question 22. Answers to (a) tended to lean, more than was ideal, towards descriptions of the later stages of the Vietnam war. Little was known about domestic policies, outside the Watergate issue, which enabled many candidates to score highly in (b) anyway. Developed discussion of Nixon's success as a President in sub-question (c) was not common.

Only a small number of answers were seen to Question 24 and many of these tended to be excessively generalised. Answers on the impact of the IT revolution tended to lack substance.

Section D

The continuing popularity of this Section is matched, in general, by competence in the answers, including some candidates who concentrate exclusively on Europe and who demonstrate deep knowledge of Fascist and Communist dictatorships between the wars. As in previous years, however, interest in European history tends to cease with the outbreak of the Second World War. In a very popular section, relatively few answers were seen to Question 30 while Questions 31 and 32 were virtually ignored.

More than a third of all candidates attempted Question 25, which focused on Russia in 1917. The answer produced a slightly lower mean score than had Question 17 (the only popular document question which, incidentally, was frequently offered alongside this). However, the main difference between the two questions was that here candidates scored higher on the evidence section and considerably lower on the final question which required knowledge. In (a), many candidates could comprehend Extract B securely and many obtained maximum marks. Some good inference was also on display in sub-question (b), where the examiners were pleased to see a growing number of candidates being able to pick out messages from photographic evidence. Answers to question (c) were not so successful, although a number of stronger candidates were able to make simple statements about the supposed accuracy of photographic evidence. Some also pointed out that Milyukov's evidence did not itself reflect public opinion but was made as a statement of Provisional Government policy. Very few candidates understood the need to relate general statements about reliability to a specific context, in this case as evidence about popular attitudes towards the first Revolution and towards the World War. Some very good answers were seen to (d) but most were too generalised. Frequently, examiners find, questions requiring specific and detailed information even about the most important events or developments fail to elicit it. Here candidates generally wanted to talk about the causes of the Revolutions rather than describing what actually happened between the fall of the Tsar and the success of the Bolsheviks. Knowledge of the summer months of 1917 was particularly sparse.

Question 26 proved very popular. The peace settlement at the end of World War I is clearly a popular topic. The focus of this question, however, presented some difficulty. Candidates were clearly much more secure in their knowledge of how the peace settlement affected Germany than they were on Austro-Hungary. It was relatively rare for candidates to score more than five marks on part (a). However, many candidates could obtain maximum marks for part (b) because their knowledge was secure and because they had good understanding of the priorities of the European allies. Some candidates presented rounded answers to (c) but most did not see the need to comment on the reception of Versailles outside Germany as well as within. Some unbalanced answers resulted. Some candidates also included material in part (b) which was more appropriate to part (c).

Answers to Question 27 were much less numerous than to those on other aspects of inter-war dictatorship. Clearly, Mussolini's foreign policy is not well-known outside the Abyssinia affair. Since this question required a much broader focus, many candidates struggled with parts (a) and (c). In (a), it was surprising that more candidates did not

comment on Mussolini's relations with Hitler. Evaluation in (c) tended to be very bland and not well informed.

Question 28 produced higher levels of knowledge and several candidates got the maximum score available for the descriptive element of the question. Some concentrated on economic policy to the exclusion of control of opposition and the Purges but most had useful things to say about both industrial and agricultural policies. Many candidates, however, having produced a thoroughly satisfactory account of Stalin's policies, offered only a perfunctory paragraph of evaluation about success, if that. In the event, the more successful strategy proved to be that which mixed narrative with incidental comment, for example, on how successfully Stalin shored up his domestic position or oversaw substantial economic growth within the USSR.

The question in Section C on the New Deal, excluding Question 29, was the most popular on the paper. It was very variably done. It attracted a large number of very weak candidates who could offer only general statements. However, some strong candidates produced both detailed and sophisticated material, especially in response to the evaluative final question. More candidates than expected found question (a) difficult. As elsewhere in the paper, the requirement to be chronologically precise was a stumbling block. Many candidates wrote what were clearly answers prepared in advance on 'the rise of Hitler'. They did not stop to reflect that comment was expected to be concentrated on the period 1929-33. Thus long narratives on the Beer Hall Putsch could not be credited. Question (b), where the chronology was even tighter, paradoxically worked rather better. Many had secure knowledge on the Reichstag Fire, the attack on the SA, the death of Hindenburg and the Enabling Laws. Against this many wrote general answers which concentrated excessively on the use of propaganda. Many candidates wrote capable answers to (c); a few were well very informed indeed. One or two conceived their answers in terms of a trade-off for the bulk of the German people between economic advances and lack of political liberties.

Answers to Question 30 were not numerous but too many of those which were seen lacked detail. In particular, very few began their answers to part (b), as required, in 1942. Some generalised points were made which could have been made in either part (a) or part (b). Very few strong answers were seen to part (c). Too many candidates ignored the requirement to discuss 'the war in Europe', writing instead about the war with Japan in the Pacific. This question produced one of the lowest mean scores on the paper.

HISTORY (SYLLABUS C) 7263, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	63	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.

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