

London Examinations

GCE Ordinary Level

Mark Scheme and Examiners' Report
for Modern World History 7263

January 2001

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Grade Boundaries

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MODERN WORLD HISTORY 7263, MARK SCHEME

Section A : Africa, North and South of the Equator

Question 1: Optional Document Question

- (a) *What can you tell from Photograph A about the Soweto riots of 1976 and about the response of the authorities?* **(3)**

Target: Inference from presented source material.

L1: Basic statements about riots and response (e.g. shows conflict/disagreement) or developed statement about riots *or* response. **1**

L2: Developed statements which refer both to riots and to response, (e.g. apparent attack by white uniformed officer on apparently unarmed black man; might notice the truncheon and possibly presence of the army in right hand side of picture). **2-3**

- (b) *Why, according to the evidence of Extract B, did South Africa follow a policy of Apartheid?* **(3)**

Target: Comprehension and basic explanation from source.

L1: Basic statements which shows understanding that Apartheid benefited the whites (e.g. made whites better off). Excessive lifting direct from source normally suggests 1, rather than 2, marks. **1-2**

L2: Developed statements which show understanding that the author is arguing that Apartheid derived from economic more than racial considerations. For maximum marks candidate must show understanding of the two possible causal factors and that the author prefers one. Thus the candidate moves on from comprehension to draw the necessary conclusion. **3**

- (c) *In the light of its origins and content, how reliable would a historian of South Africa find Extract B as evidence about why Apartheid was supported by many whites in South Africa?* **(4)**

Target: Evaluation of reliability of a source.

L1: Basic statements about reliability of the source, (e.g. for basic understanding, notes that this was in a British newspaper and/or that it contains some relevant opinions). Candidates may say that the 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. **1-2**

L2: Developed statements about reliability of the source. Candidates at this level should be able to discuss reliability in context both of the information given and, especially, the provenance. It does not matter whether candidates argue that the sources are, or are not, reliable so long as candidates set up considered criteria for judging reliability. Here, for example, a candidate might argue from the fact that this was a British newspaper and that the commentator may not have first-hand knowledge, (or, indeed, ask whether the commentator did; the information is not given). Do not expect a fine-grained reliability comment, and especially not knowledge of the political slant of the *Telegraph*. It is sufficient that candidates have reflected on the origins and content of the source and have made plausible conclusions from them. **3-4**

- (d) Describe the struggle against Apartheid both within, and outside, South Africa in the 1970s and 1980s, and explain how the Apartheid system came to an end in the early 1990s. **(10)**

Target: Description of Apartheid struggle 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 Apartheid struggle. For Band 4 there should be at least implicit comment on struggle outside as well as within South Africa. Best answers will have both precise knowledge about the Apartheid struggle and a supported explanation of the circumstances leading to the end of the Apartheid system. Band 3 answers can be much stronger on one side than the other but the side which is developed should be strong. *NB* do not credit material outside the period. Although only better candidates will have a deal of chronological specificity, most candidates should be able to avoid excessive concentration on the origins of Apartheid or on earlier manifestations of white supremacy over blacks. Maximum of 6 marks for consideration of only one side of question.

Total 20 marks

Question 2

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

(a) *Describe the development of South Africa in the years 1919-48.* **(8)**

Focus historical judgement. Mark according to paragraph 5 of generic mark scheme. Description should take candidates from the premierships of Smuts (1919-24), Herzog (1924-39) and Smuts again (1939-48). Main parties South Africa party and Nationalist party. Story of development is likely to concentrate on white perceptions of supremacy over blacks and coloured. Representation of Natives Act (1936) removed coloured voters of Cape Province from the electoral role. However, main political fault line concerned extent of relationship with Britain and there was support for Fascists in South Africa during World War II. Legitimate to emphasise economic, rather than political, development with concentration on sources of South Africa's wealth and importance of its trade.

(b) *Choose any one political leader of South Africa in this period and assess his achievements.* **(6)**

Focus here is on historical judgement. Answer will obviously depend on who is chosen, but it is likely to be either Smuts or Herzog. Achievement might be either party-political or economic/social.

For description of what the leader did, maximum of 4 since the focus should be on evaluation of 'achievement' and thus analytical.

(c) *Why did the Afrikaner Nationalist Party led by Daniel Malan win the general election of 1948?* **(6)**

Focus here is on causation and mark according to paragraph 8 of generic mark scheme. Maximum of 5 marks for descriptions of the election or for biographical material on Malan. Causal factors will probably include: growth of Apartheid ideology; importance of racial supremacy especially among those of Dutch settler origin; success of the Afrikaaner Nationalists; Malan's conjuring of the 'black menace'; white electors' feeling that Malan would hold the white supremacist line against increasing power of non-whites within the Commonwealth; significance of Indian independence in alarming many South African whites.

Total 20 marks

Question 3

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

- (a) *What were the consequences of the First World War for the governments in either Egypt or Syria?* (5)

Focus here is on consequence, though candidates may describe these if they wish. **Egypt** was a British Protectorate from 1914 and became independent in 1922, although British troops remained there. Troops reduced in number after agreement in 1936. **Syria** had been part of Ottoman Empire and became French Mandate under Treaty of Sèvres after a very brief period of independence.

- (b) *Describe how North Africa became a theatre of war in the early 1940s.* (5)

Target: Description. Candidates should know about the importance of control of the Mediterranean for both Allies and Axis powers. Italian failures in East Africa in 1941 and German troops in North Africa. Success of Germans in Libya. Candidates may go on to describe warfare in North Africa (Libya and Tunisia) to May 1943 (fall of Tunis and German defeat in North Africa) but some may turn this into a question explaining why North Africa became a theatre of war and 'describe how' validates this. Use paragraph 5 of the generic marking scheme.

- (c) *Explain the circumstances in which the monarchy came to an end in either Egypt in 1952-3 or Libya in 1969. What were the objectives of the government which took power after the monarchy was brought to an end?* (10)

Target: Historical explanation and judgement. Use paragraph 8 of generic mark scheme but there are two parts to the question. Candidates are likely to have more to say on first part, so maximum of 7 for consideration of only one side. Content obviously depends on which state is chosen. On **Egypt**, candidates should explain how King Farouk was overthrown by a military coup and might know about residual anti-British hostility. Objectives could include Suez crisis, but maximum of 3 marks purely on Nasser and Suez, since this is not the predominant focus. Objectives included loosening western influence and establishment of a republic (1953). On **Libya**, candidates may know that the country was under British and French control during Second World War before becoming independent in 1951. However, the key factor is the military coup of Muammar Gaddafi who overthrew King Idris. The coup was undertaken by an ostensibly socialist revolutionary movement. Key objectives included the reduction of western influence, the establishment of a republic and greater pro-Arab militancy. Candidates might know about a short-lived plan to merge Egypt and Libya into a single, large Arab state.

Total 20 marks

Question 4

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

- (a) *How did the mandate system apply to the ex-colonies of Germany after the end of the First World War?* **(5)**

Target: Historical explanation. Candidates should know what the mandate system *was* and candidates can have maximum of 2 marks for pure explanation of the key term. For maximum marks, candidates should have precise knowledge of loss of at least two ex-colonies. The likely candidates are East Africa (to Britain); South-West Africa (to South Africa); Cameroon and Togoland (divided between Britain and France). Thus, Germany lost its African empire.

- (b) *With reference to any one of Germany's ex-colonies in Africa, describe the circumstances in which it eventually gained its independence.* **(8)**

Target here is historical description, and content will depend on which ex-colony is chosen. Use paragraphs 3-5 of generic mark scheme. Maximum of 6 marks for undifferentiated description of the history of the territory down to independence. For maximum marks there should be at least some concentration on circumstances surrounding independence. It is possible to achieve maximum marks by total concentration on independence, but the material must be sharp, accurate and precise.

- (c) *How successfully has the country you have chosen been governed in the years since independence?* **(7)**

Target here is historical judgement. Use paragraph 8 of generic mark scheme. Maximum 4 for pure description of what has happened. Beyond this, there must be explicit judgement and for marks of 6 or 7 look to some sustained judgement where precise evidence is used to buttress the evaluation being made.

Total 20 marks

Question 5

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

- (a) *Describe the circumstances in which France's colonial empire in either North Africa or West Africa came to an end after the Second World War.* **(6)**

Target here is historical description. For **North Africa**, candidates are most likely to write about Algeria and the guerrilla war by FLN under Ben Bella against French rule from 1954. (Ben Bella, President of Algeria to 1965.) Reward clear narratives of events until independence granted in 1962. Alternatives, of course, are Morocco and Tunisia, where independence was granted in 1956 and the country declared itself a republic in 1957. For **West Africa**, the likely candidates are Mali (independence 1960 and previously French Sudan and Senegal) and Cameroon (from French Cameroon, independence 1960). Maximum 5 marks for writing exclusively about one new nation in this section, since the emphasis should be on France's role in a particular African region.

- (b) *Choose any one state which had been part of the French colonial empire in Africa. How effectively do you think France prepared it for independence?* **(6)**

Target here is historical judgement, so maximum of 4 marks for mere description of what the French did. There is likely to be some overlap with question a) in most candidates' answers. Do not credit the same material in both answers. However, new descriptive material here may be credited to a maximum of 4 if there is implicit judgement. Beyond this judgement must be explicit and sustained.

- (c) *Describe the development of the state you have chosen since independence. How successful do you think it has been as an independent state?* **(8)**

Targets here are historical description and judgement. Maximum 5 marks for total concentration on one side. Content obviously depends on which state is chosen. Given the potential range of the answer and the fact that this is a part-question only, it is acceptable to concentrate on one part of the period. However, for marks in excess of 5, look for precise information and for some sense of change or development in the selected state.

Total 20 marks

Question 6

Describe the political career, and explain the importance in the development of his country, of one of the following:

Kenneth Kaunda in Zambia

Jomo Kenyatta in Kenya

Julius Nyerere in Tanzania

(20)

Target here is historical description and historical judgement. For descriptive answers which contain some implicit analysis, allow a maximum of 14 marks, and also for answers which appear purely to concentrate on biographical detail, but from which there is some attempt to answer the second part of the question.

Content depends on the individual chosen but very brief biographical details follow for each:

Kaunda (1924) Founder of Zambian African National Congress, 1958. His commitment to positive non-violent action. United National Independence Party (UNIP). President of Zambia from 1964-91. Importance of exploitation of copper and cobalt to the economy. Problems after independence with tribalism. His imposition of one party rule from 1972. New constitution enacted in 1973. His role in stimulating anti-Apartheid activity in South Africa - base for Joshua Nkomo's guerrillas. Limited opposition permitted from 1991.

Kenyatta (1889-1978) His work as organiser of independence movement. Work with Kikuyu tribe from 1920s and growing awareness of independence possibilities. His leadership of Mau Mau and his imprisonment. Became Prime Minister of independent Kenya in 1963, and President 1964-78. His role in attempting to conciliate whites and blacks after the bitterness of the independence struggle. Encouraged individual initiatives after independence and turned his back on socialism. Close links maintained with the West, and attracted substantial inward investment. Considerable economic growth (GNP quintupled in 1970s).

Nyerere (1922-99) His role as a teacher and then student in Edinburgh. Role in organising the Tanganyika African National Union. Chief Minister in 1960 and first President, holding office from 1961 to 1985. One party government: Chama Cha Mapinduzi. The Union of Tanganyika and Zanzibar (1964). His attempt to institute a kind of compassionate socialism in Tanzania. Arusha Declaration (1967) and commitment to egalitarian socialism and collective agriculture. In consequence less inequalities than in most African nations but limited economic growth. Weak economic performance, leading to one third of foreign budget going on overseas aid. Gave up power voluntarily - his strong reputation in Tanzania.

Total 20 marks

Question 7

(a) & (b), 12/8 inflexible

- (a) *Describe the circumstances in which Angola received its independence, explaining why foreign intervention played such an important role in the process.* **(12)**

Target: Description and historical explanation. There are two parts to this question which can be rewarded at 8/4 either way, although most candidates will have more to say about the circumstances than about foreign intervention. Look for precise information about the background to independence in Angola, including the ways in which Portugal prepared the country for independence. Candidates might begin in 1961, and violence initiated by the People's Movement for Angolan Liberation (MPLA). On reasons for foreign intervention, it is valid to mention both the role of South African troops and white mercenaries helping Portugal. Nationalists received help from Communist bloc. Also the role of the United Nations observers, commenting on infringement of laws against forced labour. Look for precise information and sense of chronology from early 1960s to achievement of independence in 1975.

- (b) *Why has Angola experienced such a troubled history since its independence?* **(8)**

Target: Causation. Maximum 4 marks for description of the civil war as such. To get beyond this, candidates must explain why conflict between different liberation movements. Differences of support for UNITA (South African support); MPLA (Russian and Cuban support); FNLA (backing from Zaire and United States). Ending of communist support and the Lisbon Accords which seemed to promise peace. Elections in 1992 won by Dos Santos and MPLA. Refusal of Savimbi and UNITA to accept the result and revival of civil war leading to large numbers of refugees. Involvement of UN in policing peace from 1994 when UNITA finally accepted result of the election.

Total 20 marks

Question 8

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

(a) *Explain what is meant by the term 'conservation movement'.* **(4)**

Target: Explanation of key term.

L1: Basic statement which shows some understanding that the term relates to the environment, to species, etc. **1-2**

L2: Developed explanation which concentrates specifically on the key term and explains its importance in the context. For example, of limited resources, damage to the environment, habitats of species, etc. **3-4**

(b) *Give one example of a conservation movement in Africa in the last quarter of the twentieth century and explain what it was attempting to achieve.* **(10)**

Target: Explanation of motive. Use paragraph 8 of the generic mark scheme. Content obviously depends on what example is chosen. However, the target here requires some evaluation, so maximum of 6 for pure description of the work of a conservation movement. To move beyond this, candidates need to show understanding of objectives of the movement chosen (whether it is to conserve species or to make effective use of natural resources, etc.).

(c) *How successful have conservation movements in Africa been since the 1980s?* **(6)**

Target: Historical judgement about success of a movement. Use paragraph 8 of the generic mark scheme. There may be some inadvertent overlap in answers here. We may allow further descriptive material here to a maximum of 3 marks but the focus here is quite different. Also do not credit the same material in question c) as already offered in question b). For marks beyond 3, candidates will need to offer a judgement. For marks of 5 and 6 that judgement needs both to be developed and supported by some precisely selected information.

Total 20 marks

Section B: Asia, including the Middle East

Question 9: Optional Document Question

- (a) *What can you learn from Photograph A about the situation in South Vietnam in the early 1960s?* **(3)**

Target: Comprehension of, and inference from, source

L1: Basic statements about protest, (e.g. shows problem because someone is burning themselves). **1**

L2: Developed statements which show that there are clearly serious problems (e.g. in addition to the immolation, there is a crowd watching events. The car needing attention may also be indicative of political problems). **2-3**

- (b) *Why, according to Extract B, is Ho Chi Minh opposed to the actions of the United States?* **(4)**

Target: Comprehension and basic explanation from source.

L1: Basic statements which show understanding that Ho opposes actions of US, perhaps with cause implicit, (e.g. notes that US is a long way away, without indicating why this is a causal factor). Excessive lifting direct from source normally suggests 1, rather than 2 marks. **1-2**

L2: Developed statements which show understanding why Ho is opposed to US actions. US is a long way away and therefore has no immediate interests at stake. It has been aggressive over a long period and wants to keep Vietnam partitioned. For maximum marks candidate must show understanding of a number of causal factors. The candidate moves on from comprehension of Ho's views to draw necessary conclusion about causes of his opposition to US. **3-4**

- (c) *In the light of its origins and content, how useful would a historian find this letter (Extract B) as evidence of North Vietnamese opinion about the conflict in Vietnam in the 1960s?* **(3)**

Target: Evaluation of utility of source.

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

L2: Developed statements about utility of source. Candidates at this level should be able to discuss reliability in context both of what Ho says, and also in terms of what information is given about the provenance. Candidates might argue that Ho would be in a good position to know or that, given his position, his testimony is necessarily partial. It does not matter whether candidates argue that the source is, or is not, reliable, so long as they set up considered criteria for judging reliability. Do not expect fine-grained reliability comment on both sources for maximum. It is sufficient that candidates have reflected on what conduces to reliability in the context of this source. **3**

(d) *Describe the conflict in Vietnam from the early 1960s to 1975, explaining why North Vietnam enjoyed so much success.* **(10)**

Target: Description of key historical event. Use paragraphs 3-5 & 8 of generic mark scheme. There are two parts to the question – description and explanation. Maximum of 6 marks for total concentration on one. Candidates do not need to use sources here, and should use their own knowledge to describe the key elements in the conflict and also to explain why North Vietnam was ultimately successful. Candidates might talk about methods of war, North Vietnam's guerrilla campaigns and avoidance of pitched battles with clearly better resourced enemy. There should be at least some attempt to deal with the various phases of the war, albeit not in much detail, over the whole period selected. On causation, candidates might discuss success of guerrilla campaigns; difficulty of US identification of targets; degree of support from civilian Vietnamese population for the North; unpopularity of southern regime; longer-term impact of opposition within US etc.

Total 20 marks

Question 10

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

- (a) *What policies did the British develop, in the years 1919-39, to give Indians greater involvement in the government of their country?* **(6)**

Focus here is on description of key features of policy. See paragraphs 3-5 of generic mark scheme. Candidates should know about the Montagu-Chelmsford reforms in 1919, granting greater Indian involvement in government and establishing the Dyarchy. India Act 1935 gives provinces autonomy and increases the franchise to about 14% of population. Difficulties of implementation, but basically, Britain was attempting to give greater self-government to India. Do not reward material out of period, and give highest reward to answers which convey precise and accurate information.

- (b) *Why were many in India in the years 1917-39 opposed to British policies for the government of India?* **(6)**

Focus here is on causation. See paragraph 8 of generic mark scheme. Description of forms of opposition should have maximum 4 marks. Essential point here concerns the reasons why British 'concessions' were not considered extensive enough. Indians declaring their objective as nothing less than full independence. The role of Gandhi is obviously crucial here, but the focus of the question is not on what Gandhi did (for which maximum of 3 marks), but on reasons for opposition to British.

- (c) *What proposals did Mohandas Gandhi and Mohammed Jinnah put forward for Indian independence in the years to 1947?* **(8)**

Focus here is on description of key elements of independence campaign. Candidates may wish to discuss the Congress Party and its objective of *swaraj* (self-rule). Gandhi wanted independence in which Hindu and Muslim co-operated and in which all castes were represented. Some in Congress opposed this. Also, Jinnah and Muslim plans for two India's put forward through the Muslim League. Candidates may provide descriptions of conflict between Congress and Muslim League in 1940s, but description of this conflict should have a maximum of 3 marks, since the focus is on proposals themselves. Discussion of how the parties sought to avoid bloodshed is, however, relevant and should be rewarded.

Total 20 marks

Question 11

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

- (a) *Why were Nationalists (Guomindang) and Communists in China so often enemies in the 1920s and 1930s?* **(8)**

Focus here is on causation. See paragraph 8 of generic mark scheme. Descriptions of conflict between the two groups should have maximum of 5 marks. Most candidates will concentrate on the role of Chiang and his increasing opposition to Communism. Also the ideological division, especially in respect of confiscation of land. As Communism became more powerful, so Chiang sought to reduce its influence – Communist expulsion from KMT and attacks on them in the ‘purification’ movement. Material on the Long March, unrelated to focus of the question, should not receive credit.

- (b) *Why did Nationalists and Communists cease to be enemies in the mid-1930s?* **(4)**

Focus here is on causation. See paragraph 8 of generic mark scheme. Main factor here is likely to be the need to provide a united front in war against Japan. Candidates might mention Communist benefits from the cessation of hostilities, but understanding of changed situation in mid-1930s will suffice for full marks. For description of relations unrelated to cause, award a maximum of 2 marks. Material on the Long March, unrelated to focus of the question, should not receive credit.

- (c) *Describe the renewed conflict in the 1940s and explain why the Communists emerged the victors by 1949.* **(8)**

Focus here is on description of key features of conflict and causation. See paragraphs 3-5 and 8 of generic mark scheme. Two parts to the question and maximum 5 marks for exclusive concentration on one side. Candidates should concentrate here on the renewed conflict after defeat of Japanese in 1945 and ways in which, when they came into direct conflict, Communists were usually easily triumphant. Expect material on the civil war, and especially on increased Communist strength. This will be a key reason for Communist victory. Others are likely to include: KMT inefficiency and corruption; their lack of popular support; army poorly paid; China’s poor economic prospects; KMT alienation of peasants; Communist leadership.

Total 20 marks

Question 12

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

- (a) *Why did the foreign and commercial policies of Japan lead to conflict with other states in the years 1931-45?* **(8)**

Focus here is on causation. See paragraph 8 of generic mark scheme. Candidates should explain why policies brought conflict, though description of aggression can get to a maximum of five marks. Causal factors will include: growing influence of the army and its effective control of government from 1931-2; threat to Japanese economy of the world crash from 1929; desire to increase nationalist element in government and hostility to China, seen as the main rival. Japanese army aggressive; expansion as a means of finding space for expanding population; racial motives too, attempting to rival white westerners. Best candidates will discuss why Japan wanted to expand (against China, and fate of Manchuria take-over of North East China, including Peking, 1931-5; capture of Shanghai, Nanking and Hankow, 1937-8) and the aggressive means employed (invasion, military brutality and the exploitation of civil war in China); Japan's role in Second World War and its conflict with US after 1941. It is acceptable to concentrate exclusively on Japan's relations with China until entry into Second World War.

- (b) *How did the government of Japan change in the years 1945-52?* **(4)**

Focus here is on exposition and historical explanation. See paragraphs 3-5 of generic mark scheme. Key elements will be the involvement of US in Japanese government; no armed forces; democratic constitution with ministers responsible to parliament. US dictated a democratic constitution leading to more stable governments. Emperor became a kind of constitutional monarch.

- (c) *Describe the main domestic and commercial policies followed by Japan in the years since 1945.* **(8)**

Focus here is on historical exposition. See paragraphs 3-5 of generic mark scheme. Emphasis is on trade and commercial development. Commercial policies closely followed favourable trade links with US in expectation of secure expansion; policies designed to increase industrial activity; heavy reinvestment of profits into securing greater economic growth; land reforms; emphasis on consumer goods and investment in rapidly developing electronic sector. Relevant to mention US help after Communist revolution in China with the aim of stimulating Japanese economy - favourable trade terms increased living standards; recovery, though, on back of low wages, so massive prosperity delayed. It is not necessary to cover the whole period to secure maximum marks, concentration may be on developments from mid-1940s to late 1960s.

Total 20 marks

Question 13

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

- (a) *Why did the creation of the state of Israel in 1947-48 cause so much bitterness in the Arab world?* (6)

Focus here is on causation. See paragraph 8 of generic mark scheme. Maximum 4 marks for description of the antagonism. Most candidates will offer: long-standing antagonism between Jews and Arabs: cultural and religious aspects of this; Palestinian loss of land and bitterness at what they saw as betrayal; recent refugee Jewish problem exacerbating tensions; Arab rejection of Jewish claims for a national home

- (b) *Describe the key events of **two** of the wars fought between Israel and its Arab neighbours in the years 1948-73.* (8)

Focus here is on description of key features of conflict. See paragraphs 3-5 of generic mark scheme. Content will obviously depend on the wars chosen. Maximum 5 marks for **one** war. Likely to be reasonably equal options for the Arab-Israeli war of 1948-9; Suez War, 1956; Six-Day War, 1967; Yom Kippur War, 1973. Whichever war is selected, candidates are likely to describe an effective Israeli war machine, supported by air power. The **1956** war was least successful since Israel handed back all territory gained from Egypt, but Israel nevertheless significantly weakened any threat from Egypt. In **1948**, Israel captured more Palestinian territory and also Eilat; Israeli territory guaranteed by the western powers. **1967**: success of air strikes; Israeli capture of Gaza Strip, West Bank and Golan Heights. **1973**: early Arab successes but these were turned back and the Israelis (helped by US weapons) held onto all the territory gained in 1967. Also moved across the Suez Canal into Egypt.

- (c) *To what extent have relations between Israel and its Arab neighbours improved in the years since 1973?* (6)

Focus here is on historical judgement about key feature of relationship between Israelis and Arabs. See paragraph 8 of generic mark scheme. Candidates may judge as they wish but they are likely to refer to the various peace initiatives (perhaps particularly Camp David, 1978/9 but also the peace accord of 1993). Against this there is the long-standing lack of trust and frequent eruptions of hostility, especially concerning Palestine. PLO hostilities on West Bank; Israeli involvement in Lebanon conflict from 1981-5; intifada (Palestinian uprising in occupied territories) from 1987; continued problems of the occupied territories; failure of US diplomacy in late 1980s; Palestinian support for Saddam in Gulf War increases tension in 1991; plans for further Israeli settlement in occupied territories; agreement between PLO and Israel in 1993 for staged Palestinian autonomy in West Bank and Gaza Strip. Look for reasonable chronological range in answers obtaining 4 or more. Likewise reward precision of information in rewarding candidates up to maximum. Candidates may argue that the absence of a full-scale war since 1973 is evidence of improved relations, however grudging. Description of diplomatic initiatives can have a maximum of 4 marks since focus is on evaluation.

Total 20 marks

Question 14

Describe the policies of Mao Zedong as leader of China in the years 1949-76, and assess the effectiveness of those policies. **(20)**

Two foci here: Candidates are required to describe Mao's policies as leader of China (for which paragraphs 3-5 of the generic mark scheme remain relevant) and then to provide a historical judgement on their effectiveness (for which use paragraph 8 of the generic mark scheme). Maximum 12 marks for concentration on only one side. Do not reward material on Mao before the Communist take-over of China. Good candidates should be aware of the tensions between economic efficiency and ideology and should also know why Communist party structures were of importance and also why divisions within party cadres were important in determining Mao's policies. Candidates should also know about industrial, as well as agrarian policies, and of drive for larger-scale enterprises. Importance of the Cultural Revolution and the extent to which this weakened the country in Mao's last years. On 'effectiveness', candidates can make a judgement either way. Extent of Mao's contribution incontestable but many of his policies might be considered to have been too theoretical to work effectively, implemented too hastily, or with insufficient concern for practical realities. Candidates might wish to argue that some agrarian policies were more successful than the attempts at industrial modernisation.

Total 20 marks

Question 15

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

- (a) *Describe the events which led to the creation of an independent and unified state of Indonesia by 1950.* **(6)**

Target: Description of key events. Use paragraphs 3-5 of generic marking scheme. Candidates may begin with the Japanese take over of Dutch East Indies in 1942, though it is possible to begin with Sukarno's *Towards Independence for Indonesia* (1932). Sukarno proclaims independence in 1945, but only controlled Java and Sumatra. Dutch acknowledge Indonesian claims over Java, Madura and Sumatra. UN involved in cease-fire agreement after violence against Dutch, 1947. Dutch attempt to reassert authority in 1948 and captured Sukarno. UN and US pressure leads to Dutch agreeing to Indonesian independence in 1949. Sukarno elected President. In 1950, federal structure for Indonesia abandoned and unitary state established.

- (b) *How effectively did President Sukarno rule Indonesia in the years to 1967?* **(8)**

Target: Judgement on role of key individual. Use paragraph 8 of generic marking scheme. For descriptions and/or biographies of Sukarno, maximum 5. His 'Five Principles' of 1945. Sukarno's rule characterised by increasing left-wing sympathies and authoritarian rule. Much favouritism. Number of regional insurrections. Sukarno dismantled parliamentary democracy. Growing conflict with military leading to power struggle with Suharto 1965-6. Judgement on effectiveness can be either way: candidates may emphasise corruption and lack of economic progress; or the relative stability which Sukarno brought after the protracted struggle for independence.

- (c) *What have been the main strengths and weaknesses of Indonesia as a nation state in the years since 1967?* **(6)**

Target: Historical judgement. Use paragraph 8 of generic marking scheme. Maximum of 4 marks for description of the regime of Suharto from 1967-98. Emphasis should be on strengths and weaknesses as required. Many candidates will see strength as economic revival and control of inflation. Increased involvement in trade with US might also be characterised as a strength. Suharto's 'New Order' promised improvement on regime of Sukarno. Candidates might consider lack of vital parliamentary debate as a weakness, since parliament controlled by Gotkar party. Also possible to say that Indonesia much weaker in 1990s. Corruption and favouritism of the regime becomes more apparent. Also, currency crisis as part of Asian economic crisis of 1997. This helps destabilise the regime, and Suharto replaced by his erstwhile Vice-President Habibie.

Total 20 marks

Question 16

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

- (a) *Explain what is meant by the term 'oil sanctions'.* (4)

Target: Explanation of key term.

L1: Basic statement which shows some understanding that the term relates to stopping supplies. **1-2**

L2: Developed explanation which shows understanding of term and relates understanding to a specific instance, for example stopping supplies for a particular economic or political purpose. **3-4**

- (b) *In what ways did Arab states use oil as a weapon against western governments in the 1970s?* (8)

Target: Description of key development. Use paragraphs 3-5 of generic marking scheme. Candidates should comment on OPEC agreements to reduce oil supplies and thus put squeeze on Western governments heavily dependent on supplies from the Middle East. Context is the consequence of the Yom Kippur war in 1973. Candidates might know about the role of Sheikh Yamani. Arab policies increased price of oil and helped to fuel other inflationary pressures.

- (c) *Do you think that their control of large quantities of oil has done more to bring the Arab nations closer together since the early 1970s, or to drive them apart? Explain your answer.* (8)

Target: Historical judgement. Use paragraph 8 of generic marking scheme. Candidates can, of course, argue this either way. In 1970s, many Arab nations did come together in response to further Israeli successes. The aim was to increase Arab solidarity against a pro-Israeli Western alliance. Possible to argue that this initiative has produced greater awareness and has also fed into wider Islamic militancy which, in turn, has put Israel more on defensive in its struggle against Palestinians in search of agreed homeland. However, the Egypt-sponsored Federation of Arab Republics (Egypt, Libya, Syria) was not successful. Also, much division in the Arab world. Candidates might see Gulf War of 1991 and Saddam Hussein's attack on Kuwait as deeply divisive. Most might argue that oil has done less to unite Arab nations against perceived oppression than might have been expected. However, the direction of the argument does not matter so long as it is supported by well selected, accurate evidence.

Total 20 marks

Section C : The USA and the Americas

Question 17: Optional Documentary Question

- (a) *Why, according to Extract A, did Senator McCarthy suggest that the USA was powerless in the early 1950s?* **(4)**

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

L1: Basic statements showing some understanding of McCarthy's analysis of powerlessness. Candidates might say that there are problems with Communists in the United States. Excessive 'lifting' without explanation suggests L1 **1-2**

L2: Developed statements showing clear understanding of why McCarthy argued that US was powerless. There should be some understanding that McCarthy was talking about the enemy within, using well-selected evidence concerning State Department and alleged traitorous activity. Overall understanding will move from straight comprehension into some inference from the message. **3**

- (b) *In what ways does McCarthy use language in Extract A to suggest the depth of his feelings? Quote examples of words and phrases he uses to emphasise his views.* **(3)**

Target: Analysis of language from presented source.

L1: Basic statements about language of source, or quotations without explanation. **1**

L2: Developed statements about the language used. Candidates might quote phrases such as 'traitorous actions', 'infested with communists' and 'powerful potential enemy'. For maximum marks there should be some comment on how language increases the urgency/seriousness of the message. **2-3**

- (c) *How useful would a historian find Cartoon B as evidence of the strength of anti-Communism in the United States in the early 1950s?* **(3)**

Target: Evaluation of utility of visual source

L1: Basic statements about utility of source, e.g. for basic understanding, notes that this is in a US newspaper and that the speaker is a Communist. Candidates may state that source is not useful 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 utility of source. Candidates at this level should be able to discuss utility in context both of what the cartoon portrays (e.g. a Communist pictured here laughing as he takes, mendaciously, a loyalty oath), and also in terms of what information is given about the provenance. Candidates might argue that the newspaper would wish to convey anti-Communist feelings, or to reflect widespread public anti-Communism in the 1950s. It does not matter whether candidates argue that the cartoon is, or is not useful, so long as they set up considered criteria for judging the grounds for utility. Do not expect fine-grained utility comment on the cartoon for maximum. It is sufficient that candidates have reflected on what conduces to utility in the context of this source. **3**

(d) *Describe Joseph McCarthy's campaign against un-American activities and show how it came to an end.* **(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 the campaign and its conclusion, and which can select material appropriately and with confidence. McCarthy's speech of 1950, alleging that he knew of more than 200 Communists in influential Government positions. Campaign against leading figures in Show Business. Early success of campaign, involving substantial anti-Communist hysteria in the US. McCarthy then arguably over-reached himself, early in Eisenhower administration, by accusing those in the military of Communist sympathies. His influence ended after highly publicised hearings when Senate condemned his campaigns. McCarthy attacked a very popular President and lost credibility. Candidates might wish to note that McCarthy's disgrace did not end anti-Communism, and this can be rewarded.

Total 20 marks

Question 18

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

- (a) *Describe the policies of Warren G. Harding and Calvin Coolidge as Presidents of the United States in the years 1921-9.* **(6)**

Target: Description of key developments. Mark according to paragraphs 3-5 of generic mark scheme. The question permits students to look at foreign policy (including isolationism), if they wish, but most will interpret this as a question on domestic affairs. Relevant to mention policy of low taxation (income tax reduced 1925 and 1928), and support for business. Courts used to break strikes and both presidents followed 'business-friendly' policies. Fordney-McCumber tariff in 1922 gave US business protection against foreign competition. In 1924 a new Act restricted immigration into US to 150,000 a year. Relevant also to mention anti-Communism and the 'red scare'. During this period also US was officially 'dry'.

- (b) *Why have the 1920s in the United States often been called 'the roaring twenties'?* **(6)**

Target: Causation. Mark according to paragraph 8 of generic mark scheme. Candidates might wish to explain the term and should be credited if they do so. Emphasis on economy roaring away and society seeming to be ever more prosperous. Relevant causal factors include high levels of investment; low taxation; power of advertising; growing market for manufactured goods; climate favouring economic development based on electronics and motor car industry. A maximum of 3 marks for description of what happened in the 1920s since these developments are required to be explained.

- (c) *In what ways, and for what reasons, was the Presidency of Herbert Hoover (1929-33) very different from the presidencies of Harding and Coolidge?* **(8)**

Target: Historical description and judgement. Use paragraphs 3-5 of generic banding definitions for the 'ways' part of the question, and paragraph 8 for the reasons. Two part question and maximum of 5 marks for exclusive concentration on one side. Candidates will probably concentrate on Harding's Presidency from the Wall Street Crash. Candidates should know how the Crash destroyed investor confidence. Hoover called for public works programme. Government lent money to banks and farmers and introduced debt moratorium in 1931. Also tried to persuade employers not to lay off labour. However, raising of tariffs in 1930 reduced confidence still further, and Hoover never managed to lose his reputation for 'rugged individualism', rather than fostering state aid. Widespread unemployment afflicted US and there was a substantial decline in output of agriculture and manufacturing industry. On 'reasons', candidates should explain that most of Hoover's Presidency was dogged by depression and the need to try to rescue investor confidence. They might also mention that Hoover was reaping the harvest of careless, business-led expansionism. Hoover was experiencing a US crisis of over-production. Relevant to mention Hoover's defeat in the 1932 Presidential election.

Total 20 marks

Question 19

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

(a) *Describe the main policies associated with F.D.Roosevelt's 'New Deal'.* (8)

Target: Description of key historical development. Use paragraphs 3-5 of generic mark scheme. Candidates are likely to be very knowledgeable here. Reward precise, accurate information. 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 \$11billion on public works. Social Security Act: old age pensions and unemployment insurance. Wealth Tax and Excess Profits Tax. In 1937 and 1938 the federal government lent money to sharecroppers and tenants wanting to buy farms. Establishment of minimum wage and maximum working week.

(b) *Why did these policies meet with opposition from important figures in the United States?* (6)

Target: Causation. Use paragraph 8 of generic mark scheme. Candidates should know that many policies were deeply opposed by many of the wealthy who were forced to pay higher taxes and also by the Supreme Court. Roosevelt seen as a traitor to the wealthy classes, especially in his redistributive taxation policies and support to trade unions through the Wagner Act (1935). Republicans strongly opposed to most of Roosevelt's policies. Description of Roosevelt's battle with Supreme Court and Congress, unlinked to causation, is rewarded with a maximum of 3 marks.

(c) *Assess how effective the 'New Deal' had proved to be for ordinary US citizens in the years to 1941.* (6)

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Further descriptions of the New Deal and its policies can receive a maximum of 4 marks (unless material credited earlier), because focus is on consequence of these policies. Candidates may talk about reducing rates of unemployment and coping with a range of problems. Best candidates, however, are likely to be more guarded and/or equivocal. Recession from 1938 in wake of government spending cuts and it could be argued that depression had not been conquered by 1939. By 1939, manufacturing had got back to pre-Crash levels but unemployment was at 17%. Candidates might also talk about a stronger recovery in certain sectors (particularly electronics), than others (major problems remained in agriculture, for example).

Total 20 marks

Question 20

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

- (a) *Describe the policies of Juan Peron as President of Argentina in the years 1946-55.* **(8)**

Target: Historical description. Use paragraphs 3-5 of generic mark scheme. Maximum of 3 marks for descriptions of how Peron got into power in 1946, since focus is on his use of power thereafter. Policies characterised by hostility to US and Britain, and 'Third Position' between Capitalism and Communism. Policies aimed at improving the lot of the working classes: 'Justicialismo' – wage increases and fringe benefits. Nationalisation of railways and financing of public-works schemes. State intervention frequent but little sympathy shown for liberal policies or for intellectuals. Curbs on personal liberties. As time went on, greater emphasis on demagoguery and corruption within regime. Overthrown by combined army and navy plot in 1955 and fled to Paraguay. Important to reward precise information here and to remain within period. Reward material on Eva only in so far as it links to policies.

- (b) *Why was Peron's Presidency so popular among the working classes in Argentina?* **(6)**

Target: Causation. Use paragraph 8 of generic mark scheme. Many in the working classes benefited from Peron's policies, so there was a rational basis for their support. Peron aiming to do something about wage levels and unemployment. However, there was also the strong element of populism and 'Evita's' influence was very strong. Peron also appealed to simple patriotism. Reward further description of policies (not already credited in part a)) to maximum of 3 marks.

- (c) *In what ways in the 1980s did Argentina face difficulties in asserting its rights to the territory of the Malvinas?* **(6)**

Target: Historical exposition of key issues. Use paragraphs 3-5 of generic mark scheme, although candidates can be credited if they stray into explaining causes of the Falklands/Malvinas conflict. Difficulties are of two kinds, though it is likely that most candidates will concentrate on the military problems, which resulted from UK response to occupation of the Falklands and its sending of the task force. Argentinean forces proved no match for British Army and Navy. Good candidates should also mention the diplomatic and legalistic problems of asserting Argentinean sovereignty against the clearly expressed wishes of the tiny numbers of British subjects in the Falklands. UN opposed Argentinean action and Argentina got no support from US and little which was of practical use from other South American nations. The legal position was far from clear-cut, despite the propaganda from both sides in 1982. Reward description of the Falklands War to maximum of 4 marks since candidates should probably have a wider focus.

Total 20 marks

Question 21

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

- (a) *Why did the United States become so involved in European affairs in the years 1945-9?* **(6)**

Target: Causation. Use paragraph 8 of generic marking scheme. Candidates are likely to explain that the main reason was fear of Communism and, particularly, Soviet expansionism. There is also an important economic dimension since US had a vested interest in rapid European post-war economic recovery. For answers which only look at the *ways* in which US got involved (involvement in division of Germany and a particular occupation zone; Truman doctrine of involvement; Marshall Plan of economic aid; Berlin blockade and airlift etc.), reward a maximum of 4 marks.

- (b) *Explain the main developments in the Cold War during the Presidency of Dwight D. Eisenhower (1953-61).* **(6)**

Target: Historical exposition. Use paragraphs 3-5 and 8 of the generic marking scheme. Candidates might wish to talk about a partial thaw after the death of Stalin, though development of the Warsaw Pact (1955) as a response to NATO is significant. Other relevant elements include growing crisis over Berlin (Berlin Wall finally built months after Eisenhower left office), the beginnings of the Space Race (Sputnik, 1957 and its propaganda value), and the U2 spy plane incident. Throughout, the period witnessed a build up of nuclear arsenals with an acceleration in later 1950s.

- (c) *Describe the stages by which the Cuban missile crisis developed and assess how that crisis affected relations between the United States and the USSR.* **(8)**

Target: Historical description. Use paragraphs 3-5 of generic marking scheme. Two parts to this question and maximum of 5 marks for exclusive concentration (probably on the descriptive part) on one. Many candidates will see the crisis beginning from the successful take-over of Castro in Cuba. Importance of Cuba's geographical proximity to US. Bay of Pigs in 1961 soured relations between USA and USSR. Also Castro announces that his regime is Marxist. Crisis developed with Khrushchev setting up nuclear missile launchers in Cuba. Kennedy responded with a blockade of Cuba and demanded dismantling of missile sites. The crisis undoubtedly soured relations between the superpowers and led to brink of nuclear war. However, the successful resolution of the crisis can be seen as a key element in providing means for averting catastrophe. Candidates can argue either way but are likely to see short-term critical effects and perhaps longer term more beneficial ones.

Total 20 marks

Question 22

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

- (a) *What was the purpose of the British government in helping to bring the Federation of the West Indies about in 1958?* **(5)**

Target: Historical explanation. Use paragraphs 3-5 of generic marking scheme. Good candidates may know that Federation was not a new idea but had been discussed since later nineteenth century. Also, internal self-government for all the large British Caribbean islands granted during the period 1953-8 and Federation seemed an effective way of developing sense of collective identity and easing the path to independence by having a viable unit. The policy was agreed in 1956 and effected two years later.

- (b) *Describe how the Federation operated and explain why it survived for so short a time.* **(7)**

Target: Description of key feature and causation. Use paragraphs 3-5 and 8 of generic marking scheme. For exclusive concentration on one part of the question, reward a maximum of 4 marks. Federal elections held in 1958 and Grantley Adams became Prime Minister. The larger islands always had reservations about viability of project and this is one reason why it lasted so short a time. Also, limited degrees of political accord beyond general feeling of wanting to cast off the British yoke. Different economies and primary crops. Some, especially in Trinidad and Jamaica, worried that Britain was cramping their style by putting them together with smaller islands who had lesser economic resources and prospects. Jamaica voted in a referendum in 1961 to leave the Federation. Trinidad unwilling to stay if Jamaica left, and Federation abandoned in 1962.

- (c) *Choose one state in the West Indies to which Britain gave independence in the 1960s. What difficulties did that state face at independence, and how successfully did it tackle those difficulties?* **(8)**

Target: Historical exposition and historical judgement. Use paragraphs 3-5 and 8 of generic marking scheme. For exclusive concentration on one part of the question, reward a maximum of 5 marks. Content obviously depends upon which country is chosen, but all will have in common the problems of establishing viable democracies and the forging of a separate identity. In terms of 'how successfully', again the key issue will be how effectively the state has adjusted. Relevant factors are likely to include: degree of political stability; multi-party legislatures; role of judiciary; relationship with other Caribbean islands; relationship with United States; exploitation of economic resources etc.

Total 20 marks

Question 23

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

- (a) *What were the main objectives of US foreign policy during the Presidency of W.J. Clinton?* **(8)**

Target: Historical exposition. Use paragraphs 3-5 of generic marking scheme. Most will presumably concentrate on Clinton's attempt to reposition US as the world's leading power at a time when the old super-power adversary has been reduced in scope and influence. Some may indicate that Clinton's administration deserves to be remembered for its peace-making activities, especially in respect of the Middle East and Ireland, although discussion might also concentrate on his relations with the rest of the American continent and with Europe.

- (b) *In what ways did Clinton's Presidency run into difficulties at home during his second term as president?* **(8)**

Target: Historical exposition and analysis of problems. Use paragraphs 3-5 and 8 of the generic marking scheme. The main difficulties here come in the form of scandal: the Lewinsky affair and enquiries into the Clintons' business activities in Arkansas. There are relatively few economic problems since Clinton presided over an economic boom and won a second term easily. However, the credibility of his Presidency was clearly impugned by sexual scandal leading to Clinton's impeachment for lying to Congress in 1999. Wider issues might relate to deep-seated resentment by many Republicans as to the legitimacy of the Clinton Presidency.

- (c) *How successful was President Clinton in dealing with these difficulties?* **(4)**

Target: Historical judgement. Use paragraph 8 of the generic marking scheme. Candidates may argue this either way. On the one hand, he was not found guilty and the Republican attack ran into the sands. Clinton's popularity ratings remained high. On the other, it is possible to argue that the general grubbiness of the affair played extremely badly in 'middle America' and presented huge problems for the Democrats in the 2000 presidential election which was lost (well, after a fashion!) despite low unemployment and good economic performance.

Total 20 marks

Question 24

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

(a) *Explain what is meant by the term 'popular culture'.* (4)

Target: Explanation of key term.

L1: Basic statement which shows some understanding that the term relates to the entertainment, or lifestyle of ordinary people. **1-2**

L2: Developed explanation which concentrates specifically on the key term and explains its importance in the context, for example, of developing leisure activities, attitudes and beliefs. May give specific examples, perhaps related to development of electronic media, amplification of sound, etc. It is, of course, possible to argue that this is a weasel term, indeed a contradiction in terms, but few will do so! For L2, either developed theoretical points or specific illustrative points are essential. **3-4**

(b) *With reference to examples drawn either from the United States, or from Canada or from South America, describe how 'popular culture' has developed in the years since 1960. (You may, if you wish, confine yourself to one popular cultural medium.)* (10)

Target: Description of development of key feature. Use paragraphs 3-5 and 8 of generic mark scheme. Content will depend upon the forms of 'popular culture' chosen. However, it is very likely that there will be reference to growth of discos, to 'action' or violent films, to popular music (in its manifold forms), to advertising (relating to popular cultural forms, including sport), etc. In terms of development, good candidates might reflect on the extent to which developments in popular culture have been fostered by a wider intellectual development, relating to the flight from reason and the development of postmodernism. In the US context, particularly, it is possible to argue that 'popular culture' has been a means of developing degrees of uniformity in a country characterised by increasing ethnic and cultural diversity. The target here is description so it is not necessary to explain why 'popular culture' has expanded at such a rate.

(c) *What have been the main consequences of the spread of popular culture in the areas you have chosen?* (6)

Target: Historical judgement about consequence. Use paragraph 8 of generic mark scheme. Consequences again depend upon which forms are chosen. However, it is likely that candidates will argue about the growing importance of youth, especially to manufacturers and advertisers and the importance of peer-pressure in the marketing of particular items. Popular culture can also be seen as a form of 'empowerment' for many. There are no 'set' consequences to be run off and it is possible to take the alternative view that far too much popular culture has been meretricious and 'immediate', rather than maturing and improving. Candidates can, if they wish, relate the successes of popular culture to 'dumbing down'.

Total 20 marks

Section D : Europe, including Britain and Russia

Question 25

- (a) *Why according to Extract A, did the newspaper readers (line 1) seem to be pleased with the events occurring in Germany in 1933?* **(4)**

Target: Comprehension and inference

L1: Basic statements showing some understanding of why Nazi take-over was welcomed. For example, because 'good times were coming'. Things would be better. Answer may be generalised or simplified. Excessive 'lifting' without explanation suggests L1. **1-2**

L2: Developed statements showing clear understanding of why the take-over was welcomed. Good candidates should be able to explain in their own words the Isherwood message that Nazi rule promised more security for lower middle classes and a return of prosperity. Isherwood is also arguing many in the bourgeoisie were anti-Semitic, seeing the Jews as business rivals. Overall understanding will move from straight comprehension into some inference from the message. **3-4**

- (b) *What message about Hitler and Germany is Poster B trying to convey?* **(3)**

Target: Inference from presented visual source.

L1: Basic statements giving general understanding about the message of the poster - Hitler as protector of the nation. **1**

L2: Developed statements about the message of the poster. Candidates might use the imagery of the fair-haired maiden representing Germany and the flag with standard patriotic words. For maximum marks there should be some summative comment about the poster's message, perhaps identifying Hitler as the protector, or personification of the German nation. **2-3**

- (c) *How much reliance should a historian place on Extract A and Poster B as evidence about Nazi Germany in the 1930s?* **(4)**

Target: Evaluation of reliability of two sources.

L1: Basic statements about reliability of sources, e.g. simple statement that Extract A is a book written at the time and that Poster B was produced at the time. They therefore give 'reliability'. Alternatively, a developed statement about one source only, can get to top of Level 1. Candidates may state that source is not reliable because it is a book or it's just one man's opinion. Generic statements on utility must be pegged to L1. **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.* Isherwood may be giving first-hand evidence of the situation in Berlin). The source strongly implies first-hand knowledge. Similarly, the Poster was actually issued and can be seen as a reliable example of propaganda, if not necessarily reliable, as evidence of what Hitler was like. 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. It is sufficient that candidates have reflected on issues relating to reliability in the context of the two sources. **3-4**

(d) *Describe the methods by which the Nazis kept 'order' and required 'loyalty' from citizens in the 1930s. How popular was the Nazi regime with German citizens at this time?* **(9)**

Target: Description of key features of Nazi government and historical judgement about popularity of Nazi policies. Use paragraphs 3-5 and 8 of generic marking scheme. Maximum of 6 marks for exclusive concentration on one side. Reserve Band 4 marks for responses which are knowledgeable as to Nazi methods and can produce sustained evaluation of popularity of Nazi regime. On the former, candidates are likely to concentrate on methods of terror and coercion used by the Nazis (especially in the SS). Opposition was rarely tolerated and methods tended to be both brutal and non-negotiable. The other element concerns propaganda, and well-informed candidates are likely to know about the Hitler Youth, League of German Maidens, and the way in which education was angled to push Nazi values. On popularity, candidates can argue as they wish, but most may well wish to say that Nazi economic successes (especially concerning employment), won over many of the ordinary working classes, while the Nazi message had some resonance both among working and lower middle classes. The obvious groups who hated and feared the Nazis were clearly identified minorities, including Jews, Romanies and intellectuals, but those on the left-wing generally were not won over.

Total 20 marks

Question 26

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

(a) *Why did the Bolsheviks win the civil war in Russia in the years 1918-21?* (6)

Target: Causation. Use paragraph 8 of generic mark scheme. Description of the civil war can reach 4 marks maximum, given the focus of the question. Causal factors include: brutal efficiency of war communism; Communists free to fight on one front, having pulled Russia out of First World War; better organisation of the reds; lack of clear co-ordination of White forces; lack of clear direction after defeat and execution of Kolchak in late 1919 early 1920; limited efficacy of foreign intervention. It is also possible to argue that luck played a large part. There were numerous occasions in 1918 and 1919 when small events going the other way would have brought the Communists to the brink of defeat; they were on the defensive for a long period.

(b) *Explain what was meant by The New Economic Policy and describe how it operated in the USSR.* (8)

Target: Explanation of term and description of key feature of USSR history. Use paragraphs 3-5 of generic mark scheme. Two parts to this question and maximum of 3 marks for explaining meaning of New Economic Policy (policy in reaction to peasant revolts and Kronstadt uprising and strikes: essentially a reconciliation with peasants and rolling back full wave of Communist ideology). Artisans and craftsmen permitted to sell their own products. Thus light industry and agriculture in private hands, while heavy industry remained state owned. A kind of economic partnership between state control and limited individual enterprise. After famine of 1921, the policy seemed to work fairly well. Economic production revived and the small bourgeoisie enjoyed some success until the advent of the Five Year Plans in 1928.

(c) *Why did Josef Stalin win the struggle for power in the USSR which followed the death of Lenin in 1924?* (6)

Target: Causation. Use paragraph 8 of generic mark scheme. Description of Stalin's rise to power from 1924 can get to maximum of 4 marks because of the cause focus. Maximum of 2 marks for the Lenin testament, since it is only one element, despite its importance at the 2nd All-Union Congress of 1924. Well-prepared candidates should know about the power struggle between left and right in Moscow, with Stalin at this point on the right. Causal factors include Stalin's cunning; his effectiveness at brokering deals and at isolating enemies; ability to outsmart Kamenev and Zinoviev; his ruthlessness; Stalin's success in getting 'Socialism in One Country' adopted in 1925 against opposition from Trotsky. His ability to win crucial support in Congress for policies such as Industrialisation. Expulsion of Trotsky, Zinoviev and Kamenev from the Communist party (Dec 1927). Trotsky told to leave Moscow (1928) and expelled from USSR (1929).

Total 20 marks

Question 27

With reference to the period 1922-39, describe the career within Italy, and assess the domestic achievements, of Benito Mussolini. (20)

Targets: Description and assessment of the role of a key historical figure. Use paragraphs 3-5 and 8 of the generic mark scheme. There are two parts to the question; maximum of 12 marks for complete concentration on one. The period also begins with Mussolini getting into power, so do not reward pre-1922 material (including longer-term reasons for his coming to power). Similarly no credit for material on foreign policy unless this is precisely related to domestic achievements. Key elements in the career might be the establishment of dictatorship (Acerbo Law; abolition of parties; restricting powers of monarchy). Also Corporative system – abolition of unions. Concordat with Church to regularise relations between Catholicism as state religion and the state. Economic policy: planning for growth – electricity supplies; battle for grain; improvement of public transport; land reclamation, *e.g.* Pontine marshes. Battle for Births- encouragement to increased family size. Assessment of achievements can be varied. Mussolini provided secure leadership on one level, and there was greater political stability in the period than before or after. However, economic planning often awry: problem of population growth not solved; industrialisation policy inhibited by Mussolini's worry about opposition from organised urban workers. By 1930s, substantial unemployment; much corruption in the state. Economic development fairly muted.

Total 20 marks

Question 28

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

(a) *Why did international tension in Europe increase in the years 1933-8?* (6)

Target: Causation. Use paragraph 8 of generic mark scheme. Most candidates will stress the importance of aggressive policies followed by Hitler and Mussolini, especially Hitler's campaign to ensure living space in the east. Rearmament and planning defensive positions added to tension. Narrative of foreign policy, including appeasement responses, will get a maximum of 4 marks, since focus should be on reasons for tension.

(b) *Describe how events in Europe led to war between the autumn of 1938 and the autumn of 1939.* (6)

Target: Description of key historical events. Use paragraphs 3-5 of generic mark scheme. Here it is critical to ensure that the material is kept relevant: from the Czechoslovak crisis and the Munich Agreement to the outbreak of Second World War. After Czech crisis, relevant developments in 1939 include the Allies' announcement that German aggression against Low Countries and Switzerland would be resisted. Also support for Poland. Ways in which Molotov-Ribbentrop pact added to tension. Hitler's claim for return of Danzig.

(c) *Explain why Germany enjoyed so many successes in the early part of World War II, and why, despite these, it was defeated in 1945.* (8)

Target: Causes of changing fortunes of war. Use paragraph 8 of generic mark scheme. Maximum of 5 marks for wartime narrative, however detailed because the focus is on cause. Similarly, there are two parts of the question: good causation, on one part can get maximum of 5 marks. On early successes, relevant to mention: power of German war machine; effectiveness of Germany's aggression in Low Countries, Poland, and Scandinavia and France. Early part of the war fought in central and northern Europe where Germany was best prepared. Weak response by allies and little support from US. On later problems and defeat for Germany, relevant to mention: Germany's attack on Russia and the opening up of a new European front; problems in Russia which held up the army and drained German resources. Impact of US intervention into the war: its military and economic resources. Successes of Allies in North Africa and failure of Italy to resist Allies' march northwards. Failure to prevent Normandy landings and thereafter Germany unable to resist attack from both western and eastern front.

Total 20 marks

Question 29

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

(a) *What system of government did Spain have in the years 1939-75?* **(4)**

Target: Historical exposition about system of government. Use paragraphs 3-5 of generic mark scheme. Candidates will need to indicate that Spain was ruled under what amounted to a military dictatorship with Franco as leader. However, better candidates might know something about relationship with monarchy and political domination of the Falange. Franco was technically regent under a monarchy.

(b) *Describe the policies of Franco as ruler of Spain in these years, and explain why he was able to hold power for so long.* **(10)**

Target: Description of key historical process and causation. Use paragraphs 3-5 and 8 of the generic mark scheme. This question begins with Franco's defeat of the republicans in 1939 so narratives of the Spanish Civil War itself are not relevant here. On policies, ambivalent relationship with Hitler during Second World War which stopped short of outright alliance. Franco kept Spain fairly isolated from other European developments. Outside NATO, which shunned him. Internal politics kept fairly tightly controlled, though actual policies tended to be deputed to underlings. Total political domination of the Falange. In 1960s and early 1970s some signs of liberalisation from the 'frozen' politics. Juan Carlos was designated his successor in 1964. Liberalisation coincided with economic progress and tourism helped improve economic outlook. On holding on to power, Franco able to cow opposition by threat of force but opposition groupings could never agree anyway. His personal authority was rarely questioned within Spain. There was little overt brutality and it might be argued that there was relatively little to rebel against.

(c) *In what ways did the government of Spain change after the end of Franco's rule?* **(6)**

Target: Description of historical change. Use paragraphs 3-5 of generic mark scheme. After Franco's death, the process of liberalisation accelerated under Juan Carlos. Spain becomes a constitutional monarchy with free elections. Country came back into mainstream of European politics. General election held in 1977, with victory for Democratic Centre party and Suarez as prime minister. Spain joins NATO in 1982 and the EU in 1986.

Total 20 marks

Question 30

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

- (a) *Why was the French Fourth Republic so often politically unstable in the years 1946-58?* **(6)**

Target: Causation. Use paragraph 8 of generic mark scheme. Main causal factors likely to be identified are the instability of coalition governments (only Blum's brief socialist government was not a coalition) and the inability of those governments to deal with growing Algerian crisis. Also the growing influence of extreme right-wing Poujadism as lack of central political control became more apparent. Poujade enjoyed widespread support among the lower middle classes. Candidates could mention the blow to national morale caused by failure in SE Asia.

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

Target: Description of key event. Use paragraphs 3-5 of generic mark scheme. Growing danger of civil war in France because the weak government found it difficult to meet the challenges of the 'colons' (French settlers in Algeria) and the military who were increasingly disenchanted. De Gaulle came to office as a national symbol of authority and leadership on the invitation of President Coty. Established new constitution (Fifth Republic) and won great majority in first presidential elections under new system in 1959 (material from 1959 can be credited either in this section or in Section C).

- (c) *In what ways, and to what extent, did de Gaulle bring stability to France while he was president?* **(8)**

Target: Description of features of French government and historical judgement. Use paragraphs 3-5 and 8 of the generic mark scheme. Ways are likely to centre on the new constitution of the Fifth Republic, with a more powerful executive President. Seven-year elections also helped generate stability. In 1962, direct election of the president through universal suffrage. However, the President needed support of the National Assembly if stability were to be preserved. Gaullists in the Assembly were usually the dominant force if not always in a majority. Left-wing opposition usually divided, which helped to secure stability for de Gaulle. President also exercised authority, through keeping Britain (too American!) out of the EEC and sponsoring prestige projects like Concorde. On the other hand, the political crises of the later 1960s found him wavering. Increased unemployment and Gaullists aimed to secure economy by holding down wages. Did not deal well with the student 'revolt' of 1968 and resigned when plans to reform the constitution again were narrowly rejected in a referendum. De Gaulle resigned at once. So, in general much greater stability, but this was effectively challenged in 1967-8, leading to de Gaulle's resignation.

Total 20 marks

Question 31

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

- (a) *What were the main policies and priorities of the USSR in its relations with Eastern European states in the years 1945-85?* **(6)**

Target: Historical exposition. Use paragraphs 3-5 of generic marking scheme. Candidates are required to identify policies and priorities, but they can attack this analytically by discussing why these were priorities if they wish. Policies relate to the way in which USSR established control over eastern powers by establishing governments with similar ideology, backed up by military power. Priorities might have candidates discussing USSR concern for security after its experiences during World War II. The satellite states were all buffers against another invasion. Priority also relates to accumulation of power in the developing Cold-War struggle.

- (b) *Why did conflict with the USSR arise in either Hungary in 1956 or Czechoslovakia in 1968?* **(8)**

Target: Causation. Use paragraph 8 of generic marking scheme. For description of what happened in Hungary or in Czechoslovakia reward a maximum of 5 marks. Focus should be on why conflicts occurred and candidates are likely to refer to opportunities for Hungarians or Czechs to establish greater degree of autonomy. Intellectual influence in both and also growing determination to assert nationalist priorities. In Hungary, relevant to mention demands by workers for higher wages as well as nationalism. Also, Nagy's establishment of multiple parties. In Czechoslovakia an important precipitating cause was the anti-Slovak Communist leadership of Novotny. Those urging reforms were usually pro-Slovak (Dubcek was Slovakian).

- (c) *Explain the circumstances in which the Soviet Bloc came to an end in the late 1980s and early 1990s.* **(6)**

Target: Historical explanation. Use paragraph 8 of the generic marking scheme. Long-term causes are likely to include economic problems and increasing difficulty for USSR of maintaining military and political control. Government planning was also often very inefficient. Gorbachev's regime after 1985 introduced reforms which put accent on greater freedom. East European states saw Communist regimes replaced by popularly elected governments. USSR example unnerved Communist leadership in satellite states. Growth of dissidence also a feature especially in E. Germany, Hungary, Poland and Czechoslovakia. Regimes changed in 1989/90. It is legitimate to discuss the individual states (*e.g.* the Baltic States) within the USSR, as well as an explanation of what happened in the erstwhile satellite states.

Total 20 marks

Question 32

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

(a) *What is meant by the term federalism?* (4)

Target: Explanation of key term.

L1: Basic statement which shows some understanding that the term relates to a system of government in which power is shared etc. 1-2

L2: Developed explanation which concentrates specifically on the key term and explains its importance in the context of separation of powers between local and national. Candidates are likely to give examples of a federal structure, by, for example, referring to the structure of government in West Germany after 1945. 3-4

(b) *Describe how developments within the European Union (EU) in the 1990s were designed to bring member states closer together.* (8)

Target here is description. Use paragraphs 3-5 of generic marking scheme. Candidates will discuss such key events as power of the European Parliament and the ways in which decisions were made. Also growing importance of economic decisions, including moves towards an integrated European currency (the Euro). Central to description is likely to be the Maastricht Agreement (1991) which enshrined these changes: extending powers of parliament; new Social Charter; new procedures for agreement of joint action by member states in foreign policy initiatives. Candidates might also mention policies designed to extend the scope of the EU, especially into the erstwhile Eastern Bloc.

(c) *In the case of any one member state of the European Union, have moves to bring states closer together brought benefits or disadvantages? Explain your answer.* (8)

Target here is historical judgement. Use paragraph 8 of the generic marking scheme. The answer will obviously depend upon the state chosen. However, whichever state is chosen there is scope for discussion of both advantages and disadvantages. Advantages are likely to relate to growing trade opportunities and security of markets. Disadvantages might include political divisions on moves towards greater unity. In case of Britain and Denmark, in particular, there is evident hostility to moves in direction of a single currency. Problems with the value of the currency also caused by widespread concern even at the heart of Europe in France and Germany. If candidates choose Ireland, they might argue substantial economic and political advantages from closer relations with European partners. If they choose the UK, the advantages may be less clearly apparent. For France and Germany, being at the heart of European developments, it was probably helpful both in terms of formulation of policy and also in terms of popular support for the European ideal, but there is scope for substantial disagreement over what remains a still lively political and economic issue. If they wish, candidates can also relate their answers to the ways in which agricultural crises affected moves towards greater European unity.

Total 20 marks

MODERN WORLD HISTORY 7263, CHIEF EXAMINER'S REPORT

General Comments

The examination proved a fair test for candidates since each Section offered a reasonable selection of manageable questions. As in previous years, it was noticeable that question choice was skewed in particular areas. Relatively few candidates attempt answers in Section A, while Sections C and D are considerably more popular than Section B. As in previous years, also, the majority of candidates answer questions from more than one section.

A number of candidates continue to offer the maximum of two starred, documentary, questions. It needs to be reported that documentary questions continue to give a substantial number of candidates considerable trouble since they do not understand evidence skills. Much detailed attention has been given to the format of these questions in previous reports. It is clearly worth reiterating their key elements so that candidates may have maximum opportunity to show what they know, understand and can do. Question a) will always be concerned with comprehension of, and perhaps also some inference from, a source, be it visual or written. Candidates are being asked to say what they can tell from the source. This question will always be worth three or four marks. Question b) will either target direct comprehension or may (as with Question 17b on this occasion) ask how a writer or speaker uses language to heighten the effect of what he or she is trying to say. Thus, in Question 17b as the mark scheme indicates, candidates were expected to notice direct, or evocative, language to support the case being made. Here Senator McCarthy talks about 'the traitorous actions' of those he accuses of Communist activity and uses the emotive phrase 'infested with communists'. Candidates need to be confident in their understanding of the language of sources before they tackle them. These questions will normally carry three or four marks.

Question c), as was the case with all four source questions in the present examination, will often ask about the usefulness or reliability of a source or sources. These questions will also attract three or four marks. In answering these questions, candidates will be expected to make use both of the information given *about* the source and also of the information given *in* the source. Thus, in Question 25 on this paper, candidates should notice that Extract A was an eye-witness account produced only a couple of years after the events it describes. The extract itself provides what amounts to reportage about life in Berlin soon after Hitler came to power. Similarly, Poster B is evidently a propaganda poster and good candidates should pick up what was intended to be the powerful symbolism of a woman representing Germany standing close to, and being protected by, Hitler. Candidates might also note that, although Poster B clearly presents a highly slanted picture, it is nevertheless reliable as evidence about how the Nazis wished to represent themselves, and their leader, as the saviours of the German nation. Far too many candidates continue to be utterly bemused about how to tackle these sub-questions and therefore many marks of '0' have to be awarded.

Question d) will always require students to make use only of their own knowledge in answering a question which directly relates to the subject matter of the sources. It will always be the highest weighted question, carrying either nine or ten marks. The focus might be description (Question 17) or might be a mixture of description and evaluation (Questions 1, 9 and 25). In the latter case, candidates should attempt to give more or less equal weight to the two parts of the question. The best candidates will also be able

to organise their time using roughly half the available time for the whole question to part d).

The examiners guarantee that this format of question will remain on the paper for the foreseeable future. Teachers may therefore prepare candidates with some confidence. It is worth reiterating that documentary questions are entirely optional. Candidates who have not been prepared to deploy evidence skills might be advised not to answer starred questions in the examination.

In terms of the essay questions, the same general lessons hold good as in earlier years. Too many candidates lack precise information, especially about chronology, and many come into the examination room to write out prepared answers rather than trying to understand what the questions are actually asking. Appreciation of a question's focus is often very limited and many candidates lose marks either by describing when they should be explaining why something happened or by writing heedlessly (and sometimes without making any distinction between the different parts of a question) and too generally. For those candidates with access to it, Norman Lowe's *Mastering World History* has much precise and well-ordered material in support of most of the topics which are examined in this Syllabus.

Section A

On this least popular section, only Question 1 (on South Africa and Apartheid) received a significant number of answers. Some good marks were earned for comprehension and inference from part a) but part c) was answered poorly. Few candidates made use of the information telling them that the extract came from a British newspaper, and that it might perhaps offer a more favourable picture of whites in South Africa (many of whom had originally come from Britain, of course) than many other sources in the late 1980s might have done. In question d), many marks were lost for lack of chronological precision. Information for the description element was required about the 1970s and 1980s specifically, yet many candidates inadvertently included information from both earlier and later.

Mean scores on the remaining questions in this Section were very low. Some candidates clearly tackled one question from Section A, from what they recalled of their general knowledge, when they had exhausted their understanding of other topics. A few candidates knew something about Egypt in Question 3 or Tanzania in Question 4, but marks in this section ran very low.

Section B

A number of questions in this Section proved popular, and particularly the source question on Vietnam, Question 10 on British rule in India, Question 11 on China and Questions 13 and 14 on Israel and its Arab neighbours and China under Mao respectively. In Question 9, too many candidates attempted to answer a) with no reference whatever to the visual source. Several high marks were earned for detailed knowledge of the Vietnam war in the 1960s and early 1970s.

Answers to Question 10 were not so well targeted as they should have been. Far too many candidates appeared prepared to write only about Gandhi's career and could not cope with specific questions about British constitutional proposals. Even the very

different proposals for the future government of India, put forward by the Hindu and Muslim sides of the argument, were not known.

Knowledge about the nationalists and communists in China in the 1920s and 1930s was often very sound, although a number of candidates were unable to separate knowledge from parts a) and b). Knowledge of part c) on the civil war of the later 1940s was disappointingly slender.

Question 13 received some good answers, although far too many answers to c) operated at a very high level of generality. Candidates seem reluctant to reach judgements of this kind and find it difficult to select precise evidence to support them. Answers on Mao (Question 14) were often very full. Good candidates could score highly and were able to offer some judgement about success, often concentrating on the effectiveness, or otherwise, of the Cultural Revolution. Some weaker candidates included a lot of redundant information from the period before the Communist takeover. It was noticeable that a number of weak candidates attempted Question 16, but usually from no more secure a basis than general knowledge. Many ill-informed answers resulted, with no particular understanding of the specific circumstances of the 1970s and no judgement offered in sub-question c).

Section C

This Section proved popular but, as in previous years, some questions were all but ignored. In general, questions on the Americas outside the United States are ignored and this year questions on Argentina (Q20) and the West Indies (Q22) were all but ignored. Question 24, on popular culture, attracted a few takers but, almost invariably, they were ill-informed with actual knowledge at a high premium.

The popular questions were 17 (the document question on McCarthyism), 18 on the 1920s, 19 (on Roosevelt and the New Deal) and 21 (on the Cold War and the Cuban Missiles Crisis). Of these, Questions 18 and 19 were the most successfully answered. In Question 18, most marks were earned on parts b) and c) since candidates did not know much about either Harding or Coolidge as Presidents in the 1920s. Knowledge about the 'Roaring 20s' was good and most candidates appreciated that question c) was an opportunity to write about the effects of the Wall Street Crash. In Question 19, many marks were lost in part c), where candidates well-versed in the details of the New Deal and, at least by strong implication, in understanding of the New Deal showed considerable reluctance to explain how it actually worked. Many candidates merely repeated material in c) which had already received credit in a).

As explained in general above, Question 17c) was poorly answered. Few candidates currently have the skills needed to tackle utility questions. Some suggestions are made above. Answers to d) tended to be much weaker on how McCarthy's flush was busted than they were on how he orchestrated his anti-Communist campaigns.

Answers to Question 21 tended to receive much more credit for part c) than they did for part a) and, especially, part b). The Cuban missiles crisis is well known and pretty well understood by most, but how the cold war developed during the Eisenhower Presidency is not. The Secretaryship of John Foster Dulles might receive more detailed attention.

Section D

In this popular section, the usual pattern of answers was also followed. Questions on the interwar dictators (Questions 25, 26 and 27 on this paper) prove overwhelmingly

popular, though Mussolini was less so on this occasion than were the Nazis and the Bolsheviks. Question 28, on the build-up to the Second World War, was also fairly popular but not specially well done. Answers to b) were particularly weak because most candidates seemed to lack a chronological grasp of the period between the Munich Crisis and the invasion of Poland. Far too many highly general answers were seen.

Of questions on the period from 1945, there were almost none although a few candidates scored respectably on Question 31 with their understanding of the Hungarian crisis of 1956.

Answers to the document question on the Nazis produced some very well informed answers to d) and many candidates coped with the comprehension demands of question a) very well. It was gratifying to see so many effective answers which attempted plausible and well-supported judgements on the popularity of the Nazi regime among German citizens in the 1930s. Unfortunately, the poster was not widely understood and candidates could not cope with sub-question c) concerning reliability.

Question 26 by contrast elicited a large number of mediocre answers. The main problem seemed to be that the Civil War had not been studied as a topic in any detail.

Answers to Question 27 were, in general, more successful although a large number of less able candidates failed to understand that the question began in 1922. They therefore wasted substantial amounts of time in telling the story of how the Fascists increased their popularity in the years from 1918 to 1922. Too many generalisations about economic policy were seen and Mussolini's relationship with the Catholic church was not widely known or understood.

MODERN WORLD HISTORY 7263, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	58	47	36	31	23

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

Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4LN, UK

Tel + 44 1623 450 781
Fax + 44 1623 450 481

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For more information on Edexcel qualifications please contact us:
International Customer Relations Unit,
Stewart House, 32 Russell Square, London, WC1B 5DN
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