Mark Scheme with Examiners' Report

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

June 2002

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Mark Scheme and Chief Examiner's Report
June 2002

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HISTORY (WORLD) 7263, MARK SCHEME

General Mark Scheme

÷ Two main skills are being tested in this examination: **description** and **evaluation**.

    ÷ **Description** requires candidates to provide accurate information on an event, individual or key feature. Full marks will be achieved by candidates who produce comprehensive, well-ordered and accurate information.

    ÷ **Evaluation** requires analysis and the higher marks (normally beyond half-way) will be awarded to those who focus tightly on the question. Answers that are simply compilations of facts will not gain high marks. The question-specific mark scheme gives further guidance.

÷ Answers of a descriptive nature will be marked using the following criteria:

Extent of knowledge:	how much is certainly known?
Accuracy:	is the information on offer correct?
Relevance:	how much of what is known is clearly related to the topic in hand?
Balance:	is the knowledge sufficient to provide a balanced treatment of the topic?
Selection:	how effectively is the knowledge selected to demonstrate familiarity with the subject matter and the ability to place emphases?

÷ Most questions require the candidate to display a range of skills and knowledge in constructing their answer. Below is a table that shows how the answer is broken down to result in an overall score. The middle row is a percentage figure and the right hand column is an example of how this ratio would apply to a question with a 20 mark total.

Extent of knowledge:	15%	3
Accuracy in use:	15%	3
Relevance:	20%	4
Balance:	25%	5
Selection and pointing:	25%	5
Total	100%	20 marks

÷ The Banding system used when marking candidates' answers is based on the above ratio. Below is an example of how the Banding systems relates to a question worth a maximum of 10 marks.

    Band 1:   Produces some accurate information which can be related to the question set. There may also be some inaccuracy and/or irrelevance. **1-3**

Band 2: Produces accurate information directly related to the question set **4-6**

Band 3: Produces a good range of accurate information sufficient to support a balanced treatment of the topic **7-8**

Band 4: Produces a good range of accurate information, effectively selected to support a balanced treatment of the topic **9-10**

÷ Answers are marked based on their relevance to the question and not according to how many facts are listed. Credit is not given on the basis of one mark per correct fact. The best answers display a range of skills and not just factual accuracy, something that is reflected in the mark scheme.

÷ Similarly, candidates are not actively penalised for factual errors. Marks are lost by what is not there, rather than what is. Inaccuracy will result in a low mark for 'Accuracy' and, by strong implication, also 'Extent of knowledge'.

÷ A Banding system is alsoused to mark answers to Evaluative questions. Although an Evaluative question requires the candidate to demonstrate a range of analytical skills, purely descriptive elements are given credit. However, whilst some marks will be given to descriptive answers, they will never receive the highest marks in response to an Evaluative question – a purely descriptive response could gain only half the available marks.

Band 1: In an otherwise wholly descriptive answer, makes very occasional links to the question through either an interlinking sentence or an evaluative introduction or an evaluative conclusion. **1-3**

Band 2: In a predominantly descriptive answer, makes some links to the question by either secure analytical links or by a relevant introduction and conclusion. **4-6**

Band 3: The answer is predominantly evaluative and, although descriptive passages are encountered, the precise focus of the question (eg cause, consequence, assessment of relative importance etc.) has been understood **7-8**

Band 4: The answer is conceived evaluatively and the precise focus of the question (eg cause, consequence, assessment of relative importance etc) is kept clearly in mind throughout the answer.**9-10**

÷ The content-specific part of the mark scheme that follows should be interpreted in the light of this general guidance. Where sub-questions have both a descriptive and an evaluative element (eg 'Give an account of x, showing how far this phenomenon influenced y'), half of the available marks should normally go for the descriptive and half for the evaluative element.

Section A: Africa, North and South of the Equator

1. (a) Target: Inference from a written source

L1: Basic statement, or direct quote from source.

e.g. The people of Southern Rhodesia did not believe Smith would betray them.

1

L2: Developed statement showing what can be learnt from the source which goes beyond face value and involves a degree of inference. Candidates select material precisely to make a clear statement about what the source reveals.

e.g. The evidence in Photo A suggests that the people of Southern Rhodesia were confident that White supremacy would be maintained by their leader, Ian Smith. There would be no power-sharing.

**2-3
(3)**

(b) Target: Cross-reference on the basis of two sources.

L1: Basic statement about what Extract B says. There may be limited cross-reference to Photograph A.

1

L2: Developed statements which cross-reference between the sources. E.g. Extract B shows that Smith is still opposed to power-sharing and suggests that as in Photograph B, he will not betray the 'white citizens of Southern Rhodesia'.

**2-3
(4)**

(c)   Target: Evaluation of reliability of a source.

L1: Basic statements about the reliability of the source.

e.g. The source is reliable because it is a photo showing a newspaper headline.

Generic statements on utility remain in L1.   **1-2**

L2: Developed statements about reliability of the source. Candidates at this level should be able to discuss reliability in terms of context both of the information given and, especially, the provenance.

e.g. Photograph A will not be reliable evidence of the attitudes of all Southern Rhodesians, more especially the black population who mostly opposed Smith's policies. The photograph was probably taken by a supporter of Smith's policies in order to win support for his policies.

2-4
(3)

(d)   Target: Key features UDI and after.

L1: Produces some accurate information which can be related to the question set but mainly simplistic and/or generalised statements. There may be some inaccuracy and/or irrelevance.

1-3

L2: Produces accurate information directly related to the question set but the answer is undeveloped and/or only addresses part of the question e.g. omits some key events and/or second part of question.

4-6

L3: Produces a developed answer which addresses all aspects of the question with a good range of accurate information sufficient to support a balanced treatment of the topic. This should include events in Northern Rhodesia and Nyasaland, the problem of the White minority, Smith and the Rhodesian Front, the constitutional deadlock, the attitude of the Tory and Labour Governments and reasons for opposition.

7-8

L4: Produces a developed answer which addresses all aspects of the question with a good range of accurate information, effectively selected to support a balanced treatment of the topic. The candidate uses precise detail and adheres strictly to the chronology of UDI and after.

9-10
(10)
Total 20 marks

2. (a) Target: causation. Use paragraph 8 generic mark scheme. Candidates should show understanding of the importance of the control of the Mediterranean and other factors relating to the presence of allied and axis powers in North Africa.

(4)

(b) Target: description of key events. Use paragraphs 3-5 generic mark scheme. Candidates may concentrate on individual battles (but maximum of 3 for concentration on only one) or on campaigns as a whole. Better answers are likely to include comments on the outcome of the campaigns. Maximum 7 marks for those answers which do not address second part of question.

(10)

(c) Target: causation. Use paragraph 8 generic mark scheme. War weakened powers that had colonies in Africa and showed that they were militarily vulnerable. Africans became more aware of social and political matters as result of being involved in the war.

(6)

Total 20 marks

3. (a) Target: causation. Use paragraph 8 generic mark scheme. Candidates should know about Malan and his policy of formal apartheid.

(4)

(b) Target: description. Use paragraphs 3-5 generic mark scheme. Best answers will have precise knowledge about apartheid and be chronologically accurate. Key features include separation blacks and whites at all levels; racial classification; marriage and sexual relations forbidden between races; Bantu self-government Act (1959); loss of political rights.

(10)

(c) Target: explanation of change. Use paragraph 8 generic mark scheme. Maximum 4 marks for answer which describe international resistance. Thrust of question is change. 1960s British governments and Commonwealth condemnation of apartheid to 1986 and strong package of sanctions supported by USA.

(6)

Total 20 marks

4. (a) Target: explanation of role of individual. Paragraph 8 of generic mark scheme. Explanation of setting up Convention People's Party, tactics used against British rule, including boycotts and violent demonstrations, arrest and release. New constitution and elections 1951. Experience as prime minister of self-governing colony.

(6)

(b) Target: description of achievements. Economic policies to encourage greater productivity and industrialisation, building of dam on Volta River, government money for village projects and international policies including support of pan-African movement and the Organisation for African Unit

(8)

(c) Target: causation. Use paragraph 8 of generic mark scheme. Balance of payments problems, industrialisation carried out too quickly and criticism of unnecessary projects. Answers should focus on most important reason: his gradual abandonment of parliamentary government in favour of personal dictatorship.

(6)

Total 20 marks

5. First target: description. Use paras3-5 generic mark scheme. Maximum 12 marks for each leader. Within 12 marks, maximum 8 for description of career and achievements.

Second target: historical judgement. Use paragraph 8 of generic mark scheme.

(20)

Total 20 marks

6. (a) Target: explanation of key events. Use paragraph 8 generic mark scheme. Answers should explain tribal differences, economic recession and the military coup of 1966.

(6)

(b) Target: description. Use paragraphs 3-5 generic mark scheme. Answers should focus mainly on impact of war on Biafra – famine, disease and starvation. Better candidates will explain tribal and political legacies.

(8)

(c)   Target: causation. Use paragraph 8 generic mark scheme. Answers should focus on influence of army in 1970s and 1980s, lack of quality leadership and impact of economic recession in 1980s.

(6)
Total 20 marks

7.   Target: Two foci here. Description of the career and achievements of Mandela (for which paras3-5 of the generic mark scheme are relevant) and then to provide historical judgement as required (for which use paragraph 8 of the generic mark scheme).

Maximum 12 marks for concentration on one side only. Descriptions should include his early work in the ANC, imprisonment, release from prison, activities 1990-94 and work as President. For the second part candidates should focus on the importance of his work for the ANC, his imprisonment and release, his part in the negotiations leading to the end of apartheid and his achievements as President.

(20)
Total 20 marks

8.   (a)   Target: causation. Use paragraph 8 generic mark scheme. Candidates should show understanding of reasons for intervention: to attempt to end civil war and in response to invitation.

(6)

(b)   Target: description. Use paragraphs 3-5 generic mark scheme. Limited intervention followed by much more decisive action to bring Katanga back into Congo state.

(8)

(c)   Target: historical judgement. Use paragraph 8 generic mark scheme. UN helped to stop secession of Katanga but at huge financial cost to UN via its Congo Fund.

(6)
Total 20 marks

Section B: Asia including the Middle East

9. (a) Target: Inference from illustrative source

L1: Basic statement which describes what the cartoon shows.

e.g. Israel is in the middle of the armies of her Arab neighbours.

1

L2: Developed statements which refer to the context of the cartoon, what it actually shows and the message of the cartoonist.

e.g. The cartoon was drawn before the Arab-Israeli conflict of 1967. The cartoonist is trying to give the impression that Israel, in the centre of the cartoon, has little or no chance of survival as she is surrounded by Arab neighbours drawn as tanks to project an image of power.

2-3
(3)

(b) Target: Inference from a written source

L1: Basic statement, or direct quote from the source.

e.g. The woman is preparing her son to continue the fight against Israel.

1

L2: Developed statement showing what can be learnt from the source which goes beyond face-value and involves a degree of inference. Candidates select material to make a clear statement about what the source reveals.

e.g. Extract B shows that the problem is deep-rooted with the hatred passed on from generation to generation. The Palestinian determination to fight for their homeland is highlighted by the attitude of the mother who, despite having one son killed, is prepared to sacrifice a second for the cause.

2-3
(3)

(c)   Target: evaluation of utility of illustrative source.

L1: Basic or simple statements about the utility of the source which is taken at face-value.

e.g. It is useful because it gives us information about what happened.

Reserve the second mark for some specific examples of what information is given.

1-2

L2: Developed statements about utility which go beyond face-value and discuss the nature of the source. For maximum marks there should be discussion both of the value and limitations of the source.

e.g. Cartoon B is useful because it reflects contemporary Arab views of the position of Israel in 1967, how they underestimated the Israelis. However, it is only the view of one cartoonist from one Arab state, the Lebanon, who is probably trying to boost the morale of the Arab world. It is very biased against Israel.

4

(d)   Target: Describe key features of Arab-Israeli conflict 1967-79

L1: Produces some accurate information which can be related to the question set but mainly simplistic and/or generalised statements. There may be some inaccuracy and/or irrelevance e.g. describes conflict before 1967 or after 1979.

1-3

L2: Produces accurate information directly related to the question set but the answer is undeveloped and/or only addresses part of the question e.g. omits some key events.

4-6

L3: Produces a developed answer which addresses all aspects of the question with a good range of accurate information sufficient to support a balanced treatment of the topic. This should include the causes, events and results of the Six Day War of 1967 and the Yom Kippur War of 1973, the protracted peace negotiations and the agreement at Camp David.

7-8

L4: Produces a developed answer which addresses all aspects of the question with a good range of accurate information, effectively selected to support a balanced treatment of the topic. The candidate uses precise detail and adheres strictly to the chronology of the conflict.

9-10
(10)
Total 20 marks

10. (a) Target: explanation of change. Use paragraph 8 generic mark scheme. Emphasis should be on co-operation in early 1920s, Shanghai massacres 1927 and Chiang's reasons for turning against communists and struggle which followed. Best answers will make explicit reference to change.

(6)

(b) Target: should be description for first part and judgement for second part. As question does not include 'explain' then treat it as description, using paragraphs 3-5 generic mark scheme. Maximum 6 marks for description of the march itself. Candidates need to address second part by describing what the march led to.

(8)

(c) Target: causation. Use paragraph 8 generic mark scheme. This includes Chiang's dictatorial leadership, impact of inflation, behaviour of Nationalist soldiers, American aid which made Chiang appear a puppet of the West and the appeal of Mao and his Communist Party.

(6)
Total 20 marks

11. (a) Target: historical change. Use paragraph 8 generic mark scheme. Emphasis here is on change brought about by defeat of Turkey, British mandate and Balfour Declaration.

(6)

(b) Target: causation. Use paragraph 8 generic mark scheme. Answers should address problems of increasing scale of Jewish immigration especially in 1930s, Palestinian reactions, failure of Peel Commission and Jewish campaign for 'national home'.

(8)

(c) Target: historical judgement. Use paragraph 8 generic mark scheme. Possible overlap with (b) but using information in a different way.

(6)
Total 20 marks

12. Candidates choose THREE factors and each attracts a maximum of 7 marks. Focus is on explaining importance, therefore accounts of what happened or what they did with no attempt to explain significance or importance will get maximum of 4 in each case.

(20)
Total 20 marks

13. (a) Target: description. Use paragraphs 3-5 generic mark scheme. Candidates should focus on impact of world crash of 1929 on Japanese economy, Manchurian take-over 1931, further Japanese expansion in North China 1932-5 including Peking and the capture of Shanghai, Nanking and Hankow, 1937-8 and attempts to set up 'Greater East Asia Co-prosperity Sphere'.

(8)

(b) Target: causation. Use par.8 generic mark scheme. Description of background to outbreak of war will have 2 marks maximum. The main focus must be on Japanese aggression and its hope to catch the Americans unawares and thus gain an immediate advantage

(4)

(c) Target: causation. Use paragraph 8 generic mark scheme. Maximum 5 marks for concentration on one part of the question. Early success due to surprise element, effective use of sea power especially aircraft carriers, tactics employed on land and Anglo-American weaknesses. Later defeat due to American control of sea, use of air power, new British tactics and the employment of atomic weapons.

(8)
Total 20 marks

14. (a) Target: explanation of aims. Use paragraph 8 generic mark scheme. Aims could include attempt to create 'second revolution', reduce unemployment and ensure greater emphasis on industry.

(4)

(b) Target: description. Use paragraphs 3-5 generic mark scheme. This includes setting targets, communes, irrigation and flood control schemes, local planning, backyard industries and female employment.

(6)

(c) Target: historical judgement on change. Use paragraph 8 generic mark scheme. This opens up developments from 1958 to 1976 but the best answers will focus on the impact of the Great Leap Forward on the people of China and may well distinguish short-term and long-term effects. In short-term mistakes and failures of the Great Leap Forward, the retreat from the Great Leap Forward and Mao's 'retirement'. More long-term the Cultural Revolution and its impact on China.

(10)
Total 20 marks

15. (a) Target: explanation of causation and events. Use paragraph 8 generic mark scheme. Maximum 4 marks if emphasis on causes or events. Several causes including motives of Saddam Hussein, fears of militant Islam of Iran, disputes over Khuzestan border and long-standing dispute over the Shatt-el-Arab waterway. Events include Iraqi attack supported by British and American weapons, strong Iranian resistance and counter-attacks.

(6)

(b) Target: causation. Use paragraph 8 generic mark scheme. Real motives probably wealth of Kuwait but also made historical claims to area. Did not expect foreign intervention.

(4)

(c) Targets: description for first part, using paragraphs 3-5 generic mark scheme, and causation for second part, using paragraph 8 generic mark scheme. Maximum 6 marks for answers which concentrate on one part of the question. Operation Desert Storm was in two stages. Allied bombing campaigns on Baghdad and the second phase the attack on the Iraqi army. Reasons for defeat include international support for Kuwait, key support of Middle Eastern states and American economic and military power.

(10)
Total 20 marks

16. First target: historical judgement. Use paragraph 8 generic mark scheme. Maximum 12 marks for each leader. Within 12 marks, maximum 6 for description. Main thrust of question is judgement on importance.

(20)
Total 20 marks

Section C: The USA and the Americas

17. **(a)** Target: Inference from a written source

L1: Basic statement, or direct quote from the source.

e.g. The Americans will lose because they do not understand the will of the people of Vietnam.

1

L2: Developed statement showing what can be learnt from the source which goes beyond face-value and involves a degree of inference. Candidates select material to make a clear statement about what the source reveals.

e.g. The general in Extract A believes the Americans will lose because they do not understand the extent or nature of opposition to their armed forces. They are seen as 'land-grabbers' who have aroused the opposition of the people of Vietnam whose 'will to resist' will be too strong.

2-3
(3)

(b) Target: Inference from an illustrative source

L1: Basic statement which describes what the cartoon shows.

e.g. The cartoon shows a wounded American who says 'he wants out'.

1

L2: Developed statements which refer to the context of the cartoon, what it actually shows and the message of the cartoonist.

e.g. The cartoonist has changed an original First World War recruitment poster to show the opposition to the war in Vietnam. It is meant to reflect the strong anti-war feelings which emerged in the mid to late 1960s in the USA, the desire to get out of the war.

2-3
(3)

(c)   Target: Evaluation of reliability of a source.

L1: Basic statements about the reliability of the source.

e.g. The source is unreliable because it is biased against the war.

Generic statements on utility remain in L1.

1-2

L2: Developed statements about reliability of the source. Candidates at this level should be able to discuss reliability in terms of context both of the information given and, especially, the provenance.

e.g. Poster B provides a reliable view of what many people in the USA felt about US involvement in the conflict in Vietnam. High American casualties and the protracted nature of the struggle had turned many Americans against the war.

OR

e.g. Poster B is an unreliable view of attitudes to the war in Vietnam. A substantial number of Americans supported US involvement. The poster deliberately exaggerates opposition in order to turn more people against the war.

3-4
(4)

(d)   Target: description of key features.

L1: Produces some accurate information which can be related to the question set but mainly simplistic and/or generalised statements. There may be some inaccuracy and/or irrelevance e.g. describes events of war with no reference to question of opposition.

1-3

L2: Produces accurate information directly related to the question set but the answer is undeveloped and/or only addresses part of the question e.g. omits some key events and/or second part of question.

4-6

L3: Produces a developed answer which addresses all aspects of the question with a good range of accurate information sufficient to support a balanced treatment of the topic. This should include reasons for growth of opposition, protest meetings, etc. against American involvement and the impact of the policies of Johnson, the presidential election and the changes under Nixon.

7-8

L4: Produces a developed answer which addresses all aspects of the question with a good range of accurate information, effectively selected to support a balanced treatment of the topic. The candidate uses precise detail and adheres strictly to the chronology of unification.

9-10
(10)
Total 20 marks

18.   (a)   Target: causation. Use paragraph 8 generic mark scheme. This could include impact of the First World War on the American economy, new technology, government policy, advertising, mass production methods and the importance of the motor industry.

(6)

(b)   Target: description. Use paragraphs 3-5 generic mark scheme. This could include descriptions of new opportunities for leisure, the cinema, motoring, sport and speculation on the stock market.

(8)

(c)   Target: Explanation of change. Use paragraph 8 generic mark scheme. The main thrust of the question is the Wall Street Crash of 1929 and its impact although causes of the Crash are also relevant.

(6)
Total 20 marks

19. (a) Target causation: Candidates need to explain Hoover's weaknesses and Roosevelt's strengths in the context of 1931. Use paragraph 8 of the generic mark scheme.

(6)

(b) Target: description. Use paragraphs 3-5 of the generic mark scheme. Answers should include reference to major policies such as the CCC, FERA and CWA

(8)

(c) Target: historical judgement. Give highest marks for appropriate judgement based on precisely selected information. Best answers will focus on the problems and give a balanced assessment of the measures introduced. Use paragraph 8 of generic guidance.

(6)

Total 20 marks

20. (a) Target: explanation of key term.

L1: Shows basic understanding of the term e.g. Used by Kennedy to describe his aims in 1960. **1-2**

1-2

L2: Provides developed understanding in context e.g. Kennedy's personal vision to 'get the country moving again'. He sought to create economic growth and strengthen public programmes such as housing and education. **3-4**

3-4
(4)

(b) Target: description of key policies. Use paragraphs 3-5 generic mark scheme. Answers should address the three main areas of reform; the economy, social welfare and civil rights. Maximum 4 marks for reforms in each area.

(8)

(c) Target: historical judgement. Use paragraph 8 generic mark scheme. Possibility of overlap with (b). Credit descriptions of reform in (b). Answers should explain achievements and limitations in each of three areas mentioned for (b). Stronger candidates should also discuss his premature death and the strength of opposition to some of his policies, especially civil rights.

(8)

Total 20 marks

21. (a) Target: causation. Use paragraph 8 generic mark scheme. Answers should explain change of government in Cuba, Castro's communist ideals and closer relations with the USSR and the Bay of Pigs invasion.

(6)

(b) Target: description of key events. Use paragraphs 3-5 generic mark scheme. Focus here are the events of the crisis, October 1962, from the discovery of the missile sites to the Soviet decision to withdraw their missiles. Causes and effects of the crisis are relevant to (a) and (c). **(8)**

Target: consequence. Use paragraph 8 generic mark scheme. Led to 'hot line' between the leaders of the two superpowers, Nuclear Test Ban and fall of Khrushchev. Cuba remained close to the Soviet Union and alienated from USA. **(6)**

Total 20 marks

22. (a) Target: causation. Use paragraph 8 generic mark scheme. Focus on unpopularity of his predecessor, Eduardo Frei, and strengths of Allende including his personal qualities and his strong coalition group. **(6)**

(b) Target: description. Use paragraphs 3-5 generic mark scheme. Maximum 4 marks for either part of question. Problems included inflation, unemployment and poverty. Policies included re-distribution of income, wage and price rises, nationalisation and land redistribution. **(6)**

(c) Target: historical explanation. Use paragraph 8 generic mark scheme. Relevant to mention failures of some of his policies including land redistribution which brought a fall in agricultural production and the nationalisation of copper which had disappointing results. He alienated powerful groups including private foreign investors and more especially the USA who strongly disapproved of his policies. More immediately fears from the right that Allende would change the constitution. They organised a massive strike and had the support of the army who staged a military coup. **(8)**

Total 20 marks

23. First target: historical judgement. Use paragraph 8 generic mark scheme. Maximum 12 marks for each leader. Within 12 marks, maximum 6 for description. Main thrust of question is judgement on importance. **(20)**

Total 20 marks

24. (a) Target: causation. Use paragraph 8 generic mark scheme. Mixture of Clinton's appeal through his promise of welfare reform and a move away from Reaganomics and the weaknesses of the opposition due to the recession which began in 1990 leading to a growing budget deficit and more unemployment.

(6)

(b) Target: description. Use paragraphs 3-5 generic mark scheme. Welfare measures. Move away from Reaganomics and the introduction of the minimum wage. Relevant also to mention difficulties he experienced in carrying out reforms because of opposition of a Republican Congress.

(10)

(c) Target: causation. Use paragraph 8 generic mark scheme. Most answers will focus on Monica Lewinsky affair but also relevant to mention tarnished image of president due to 'Whitewater scandal'.

(4)
Total 20 marks

SECTION D: Europe, including Britain and Russia.

25. (a) Target: Inference from a written source

L1: Basic statement, or direct quote from source.

e.g. Hitler was going to try to get into the Reichstag.

1

L2: Developed statement showing what can be learnt from the source which goes beyond face-value and involves a degree of inference. Candidates select material precisely to make a clear statement about what the source reveals.

e.g. Hitler has learnt from the failure of the 'armed revolt' of 1923 and has now decided to use legal methods to achieve power by winning a majority of seats in the Reichstag.

2-3
(3)

(b)   Target: Cross-reference from two sources to reach judgement about support.

L1: Simple judgement.

e.g. Yes because it shows a Nazi election poster.

L2: Developed statement which clearly support a reasoned judgement.

e.g. Agrees. Picture B strongly supports Extract A because it is evidence of the methods Hitler mentions in his letter. He is using the poster to gain votes for the Nazi party with the aim of achieving a majority in the Reichstag.

1

2-3
(3)

(c)   Target: evaluation of utility of illustrative source.

L1: Basic or simple statements about the utility of the source which is taken at face-value.

e.g. It is useful because it shows us a Nazi election poster with a mother and her family. Reserve the second mark for some specific examples of what information is given.

L2: Developed statements about utility which go beyond face-value and discuss the nature of the source. For maximum marks there should be discussion both of the value and limitations of the source.

e.g. Picture B is useful because it provides evidence of the methods used by Hitler to win support from women in the years before 1932. It shows how he tried to appeal to women through the idea of the traditional family and the impact of unemployment. a wide cross section of German society. It is, however, Nazi propaganda which exaggerates the effects of the depression and glorifies the role of the mother in the family.

1-2

3-4
(4)

(d)   Target: Key features of Hitler's rise to power 1929 to January 1933.

L1: Produces some accurate information which can be related to the question set. but mainly simplistic and/or generalised statements. There may be some inaccuracy and/or irrelevance e.g. Hitler's activities before 1929 or after January 1933.

1-3

L2: Produces accurate information directly related to the question set but the answer is undeveloped and/or only addresses part of the question e.g. omits some key events.

4-6

L3: Produces a developed answer which addresses all aspects of the question with a good range of accurate information sufficient to support a balanced treatment of the topic. This should include the Depression of 1929 and its effects on Germany, the methods and appeal of the Nazis and the events of 1932-January 1933.

6-8

L4: Produces a developed answer which addresses all aspects of the question with a good range of accurate information, effectively selected to support a balanced treatment of the topic. The candidate uses precise detail and adheres strictly to the chronology of Hitler's rise to power.

9-10
(10)
Total 20 marks

26.   (a)   Target: causation. Candidates should show understanding of the Bolshevik position in early 1918, the threat from the Whites and Lenin's motives. Use paragraph 8 of the generic mark scheme.

(4)

(b)   Target: description. Use paragraphs 3-5 of the generic mark scheme. Maximum 5 marks for candidates who fail to address second part of question.

(8)

(c)   Target: historical judgement. Give highest marks for appropriate judgement based on precisely selected information. Candidates will probably focus on the effects of the Civil War, especially famine, the impact of War Communism and NEP and the lack of political freedom. Use paragraph 8 of generic mark scheme

(8)
Total 20 marks

27.   (a)   Target: Description. Use paragraphs 3-5 generic mark scheme. Candidates should describe the aims of Lloyd George, Wilson and Clemenceau. Maximum 3 marks for each leader

(6)

(b)   Target: historical explanation. Use paragraph 8 generic mark scheme. Candidates should explain following key areas; disarmament and demilitarisation, territorial arrangements, war guilt and reparations. Maximum 4 marks for each area explained.   **(8)**

(c)   Target: causation. Use paragraph 8 generic mark scheme. Possibility of repetition of explanation in (b). Key reasons include the 'dictated nature of the peace, the principle of war-guilt, the difficulty in paying reparations, the humiliation of disarmament and the loss of territory to Poland.

(6)
Total 20 marks

28.   (a)   Target: historical explanation. Use paragraph 8 generic mark scheme. Aims include overthrow of Treaty of Versailles, rearmament and expansion eastwards for Lebensraum.

(4)

(b)   Target: description. Use paragraphs 3-5 generic mark scheme. Relevant to describe appeasement itself or to refer to some of the following developments: Anglo-French reactions to German rearmament, Anglo-German naval treaty, Rhineland, Anschluss, Sudetenland, Prague and Poland.   **(8)**

(c)   Target: historical judgement. Use paragraph 8 generic mark scheme. Possibility of overlap with (b). Stronger candidates (8-10) should give a balanced judgement. Most will stress obvious failures such as Rhineland, Austria, Sudetenland, not stop Hitler as seen as sign of weakness and war still broke out. Not total failure. Breathing-space for rearmament, delayed war and did stand up to Hitler after Prague.

(10)
Total 20 marks

29.   (a)   Target: causation. Use paragraph 8 generic mark scheme. Best answers should distinguish between long-term factors such as ideological differences, USA support for Whites in Civil War and Stalin's suspicions of the West, to more short term reasons. These include the unnatural nature of the war-time alliance, Truman's suspicions of Stalin, the atom bomb and Soviet actions in eastern Europe.   **(6)**

(b)   Target: description. Use paragraphs 3-5 generic mark scheme. Includes Yalta, Potsdam, Truman Doctrine, Marshall Plan and Berlin crisis. Possibility of overlap with (a). Same events can be credited in (a) if being used to explain causation.   **(8)**

(c)   Target: historical judgement. Use paragraph 8 generic mark scheme. Most will stress success in Hungary, Poland etc. and the methods used by USSR to create these 'states', generic and specific to Czechs in 1948. Better answers should pick up on failure to achieve Soviet control of Yugoslavia

(6)
Total 20 marks

30. Target: historical judgement on change. Use paragraph 8 generic mark scheme. Maximum 12 marks for each leader. Within 12 marks, maximum 7 for description of policies. Key thrust of question is change.

(20)
Total 20 marks

31. (a)   Target: explanation of key term.

L1:   Shows basic understanding of the term e.g. makes reference to better relations between USSR and USA.

1-2

L2: Provides developed understanding in context e.g. an easing of tension between East and West and a move towards better relations. This took place in the 1970s and 1980s as both sides tried to reduce military spending as well as the possibility of nuclear war.

3-4
(4)

(b)   Target: historical judgement. Use paragraph 8 generic mark scheme. Best answers (6-8) should be balanced and look at successes and failures as well as 1970s and 1980s. Successes include European Security Conference, Summit Conferences, USA and China, arms control including SALT talks, Intermediate Nuclear Forces Treaty, and close relations between Reagan and Gorbachev. Failures include human rights in USSR, Star Wars under Reagan and failure both sides to stick to arms limitation agreements.

(8)

(c)   Target: Description and aims and activities. Use generic paragraphs 3-5 of mark scheme. Aims included workers to have more rights to form trade unions independent of the state, greater political freedom and improved standards of living. Key activities the strikes of 1980 and reaction of authorities including banning of Solidarity in 1982. Revival of movement and strikes in 1988 due to economic crisis and Solidarity success in elections of 1989. Maximum of 6 marks for activities.

(8)
Total 20 marks

32. (a) Target: causation. Use paragraph 8 generic mark scheme. Long – term reasons include greater post Second World War unity encouraged by Marshall Plan, Brussels Treaty and NATO, the Schuman Plan thriving and the ECSC, 1950. More short-term reasons include the success of the ECSC countries leading to a desire to extend economic integration and set up common markets. **(6)**

(b) Target: causation. Use paragraph 8 generic mark scheme. Long – term reasons include insular attitude, close relations with Commonwealth, strong links with USA and fear of losing political sovereignty. More short-term include the failed attempts of 1961 and 1967 due to attitude of de Gaulle. **(8)**

(c) Target: description of key developments. Use paragraphs 3-5 generic mark scheme. Economic benefits 1960s, Common Agricultural Policy, 1962, new members in 1970's and 1980s including Britain, European Parliament and first elections 1979, Maastricht Treaty, 1989

(6)
Total 20 marks

HISTORY 7263, CHIEF EXAMINER'S REPORT

General Comments

The examination seemed to work well for those candidates who had prepared thoroughly. As in previous years, it was noticeable that most candidates preferred the questions in Sections C and D and generally scored better.

Most candidates offer at least one of the starred documentary questions and although there is evidence of a slight improvement, many are still not comfortable with evidence skills. Sub-question (a) will always be concerned with comprehension of, and perhaps also some inference from, a source. Candidates are being asked to say what they can tell from a source. Developed statements will be awarded with the maximum 3 marks. Question (b) may also ask candidates to comprehend sources, written or illustrative, or compare the information given in the two sources. Answers must focus specifically on the question rather than often irrelevant own knowledge.

Question (c) will often ask about the reliability or usefulness of a source. These questions will attract four marks. In answering these questions, candidates will be expected to make use both of the information given about the source and also the information given in the source. For example in question 25 candidates were asked to evaluate the usefulness of Poster B. It is of value because of what it shows – in other words the Nazi appeal and message to the German public especially about women, but also because of who produced it, the Nazis themselves. Therefore it is a good example of Nazi propaganda but, at the same time, this limits its usefulness as the artist almost certainly exaggerated the Nazi message and the situation in German for effect. On the other hand for question 17 on the USA and Vietnam, candidates were asked to evaluate the reliability of Poster B. It was reliable because of what it showed – opposition to the war in Vietnam - as this reflects a popular view of that time. On the other hand because of who produced it - opponents of the war - it is not reliable, as it exaggerates opposition to the war and does not accurately reflect the views of all Americans at that time.

Question (d) will always require candidates to make use only of their own knowledge in answering a question which relates directly to the subject matter of the sources. It will always be the highest weighted question at 10 marks. The focus might be description (question 17) or might be a mixture of description and evaluation (question 1). In the latter case, candidates should attempt to give more or less equal weight to the two parts of the question.

In terms of the essay questions, candidates can improve in several areas. There will always be an element of evaluation in every question. Candidates need to focus on this aspect and avoid pure description. Too many candidates lack precise information, especially about chronology, and do not always address the main theme of the question.

Finally, in general terms, comments on examination technique. A number of candidates failed to answer five questions due to timing and/or lack of breadth of revision. Some showed inconsistency in their choice of questions and occasionally opted for topics of which they had little knowledge and understanding. Again, more comprehensive preparation and revision is essential. A few showed a serious imbalance in the length of their answers, the first two essays well developed and the next three far too brief. Remember that successful candidates produce five consistently written answers. The quality of the last answer can be crucial in determining the grade achieved by the candidate.

Section A

Very few candidates answered questions in this section. South Africa (questions 3 and 7) was the only reasonably popular topic. Answers to question 3 were of reasonable quality, especially parts (a) and (b) although few had the necessary knowledge and understanding to explain changes in international resistance. A number tackled question 7 on Mandela but the quality of responses was disappointing. Most gave generalised comments about his career and his importance in the history of South Africa.

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.

Section B

More popular than Section A but still not a great number of answers especially to questions 9, 10 and 13. Some candidates were able to interpret the cartoon for 9(a) and the passage for 9(b) but failed to evaluate the cartoon for (c). Question 10 was quite well answered with candidates displaying a sound understanding of the key developments in China during this period. Answers to question 13 were generally disappointing with little real knowledge of the key developments in Japanese foreign policy in the 1930s. A small number answered question 12 on the movement for Indian independence and seemed to enjoy the format of this question – explaining the importance of three factors from a choice of six. A similar number wrote answers to question 14 on Mao Zedong and scored well on (a) and (b), not so well on the results of his policy for the third section.

Section C

This was the most popular section. There were better than average marks on question 17, the starred documentary question, with strong answers to (d) although some ignored the second part of the question, the effects of the opposition on US policy. Question 18, on the boom and Wall Street Crash, was the most popular question on the paper. Most candidates knew this topic well and wrote impressive answers, although part (b) occasionally lacked focus on the lifestyle aspect of American life in the 1920s. Roosevelt and the New Deal, question 19, was almost as popular and again candidates scored well, especially on parts (b) and (c). There were few answers to the rest of the questions with the exception of question 21 on the Cuban Missile Crisis, which showed strong answers to parts (a) and (b) although (c) was generally not well developed.

Section D

Question 25 was very popular with some good answers especially to part (d), although weaker candidates focused on pre-1929 events. Of the essay questions, few answered the last four, questions 29-32, but 26,27 and 28 were popular. Candidates gave sound answers to parts (b) and (c) on question 26 but were less secure with Bolshevik motives for signing Brest-Litovsk for (a). The quality of answers to all three parts of question 27 (the Treaty of Versailles) was sound but 28 proved a mixed bag. Candidates knew Hitler's aims in foreign policy and could describe 'appeasement', but found it difficult to evaluate the success of appeasement in the period 1936 to 1939.

For question 29, on the early Cold War, candidates responded reasonably well to the demands of (a) and (b) but knew little about the USSR and the creation of satellite states in Eastern Europe in the years following the end of the Second World War. In question 30 Khrushchev proved popular, with few explaining the policies of Brezhnev.

HISTORY 7263, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	64	52	40	35	27

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