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Mark Scheme and Chief Examiner's Report
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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 relate to a question worth a maximum of 10 marks.

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

  1-3

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

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

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

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

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

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

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

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

    Band 3: The answer is predominantly evaluative and, although descriptive passages are encountered, the precise focus of the question (e.g. 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 (e.g. 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 (e.g. '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. Rommel's army had been blitzed.

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. Rommel's army had been defeated at the battle of El Alamein with heavy losses in both men and equipment. The Germans were on the retreat. The headlines suggest a decisive victory for the British under Montgomery.

**2-3
(3)**

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

L1: Simple judgement.
e.g. Picture B does explain Extract A because it shows German prisoners.

1-2

L2: Developed statement which clearly support a reasoned judgement.

e.g. there is direct support between the two as Extract A mentions 9000 German prisoners some of whom shown in Photograph B. Extract A also suggests a sweeping victory for the British and a heavy defeat for the Germans – the German army was blitzed like never before. This is very much confirmed by the number of prisoners in the photograph and their downcast appearance.

**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 reliable because it is a newspaper headline the day after the battle. 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. Extract A is reliable in its views on the outcome of the battle. The Germans were defeated, suffered heavy losses and were on the retreat. However it is less reliable because it is from a British newspaper which would be censored and exaggerates the impact of the battle in order to boost morale and play up the achievements of the Eighth Army.

**3-4
(4)**

(d) Target: Key features of North Africa campaign after El Alamein.

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 the retreat of the Axis forces and the American landings**.**

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 the impact of El Alamein for both sides, the retreat by the Axis forces, American landings in North Africa, the eventual defeat and surrender of the Axis forces and reasons for allied success**.**

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 events. There may well be a greater focus at this level on the second part of the question.

9-10
(10)
Total 20 marks

2. (a) **L1:** Basic statement which shows understanding that the phrase relates to arrangements for government of ex-territories of allied powers.

1-2

L2: Developed statements which demonstrate clear understanding of the phrase and which show understanding of the historical context within which mandates operated.

3-4
(4)

(b) Target: description. Use s 3-5 of the generic mark scheme. Maximum of 5 for comment on one territory only. Reward precise information in respect of the countries selected.

(8)

(c) Target: historical judgement. Give highest marks for appropriate judgement based on precisely selected information. Candidates may choose to discuss operation of mandates generally or to discuss effectiveness in respect of the two territories selected for (b).

(8)
Total 20 marks

3. (a) Target: causation. Maximum 4 marks for description of events leading to independence. Candidates may look at long-term causes including events elsewhere in Africa, Portuguese repression and the fighting which broke out in 1961. More immediate reasons could be the change in government and policy in Portugal.

(8)

(b) Target: description. Look for precise information including conflict between the different liberation movements, different support for each group, outside intervention and the role of the UN, Neto as President and the consequences of his death.

(6)

(c) Target: causation. Possibility of overlap with (b). Reasons might include foreign intervention and the extent of differences between the two sides. Intervention from the Superpowers, South Africa and Angola's neighbours.

(6)

Total 20 marks

4. First target: description. Use paragraphs 3-5 of generic mark scheme. Maximum 12 marks for each leader. Within 12 marks, maximum 8 marks for description of career and achievements.

Second target: historical judgement. Use paragraph 8 of generic mark scheme. **(20)**

Total 20 marks

5. (a) Target: description. Use paragraphs. 3-5 of generic mark scheme. Answers could include attitude of white settlers, the work of Jomo Kenyatta and the Kenyan African Party, the activities of the Mau Mau and the attitude of the British.

(8)

(b) Target: explanation and description of achievements. Maximum 4 marks for description. This might include one party rule, Asians, economic progress and racial harmony.

(8)

(c) Target: historical significance. Balanced answers should look at his importance in the movement for independence as well as his achievements as leader after independence.

(4)

Total 20 marks

6. First target: description. Maximum 14 marks for description of career and achievements. This should include his contribution to independence and his achievements as Prime Minister.

Second target: causation. Maximum 8 marks. Several reasons including his abandonment of parliamentary government, introducing industrialisation too quickly, corruption and the attitude of the army.

(20)

Total 20 marks

7. (a) Target: description. Use paragraphs 3-5 of the generic mark scheme. Candidates should be able to discuss the activities of several groups including the ANC, the PAC and Inkatha. Maximum 5 marks for any one organisation

(8)

(b) Target: causation. Candidates should show understanding of the influence of Mandela, the fall of Botha and the motives of de Clerk. Use 8 of the generic mark scheme

(6)

(c) Target: historical judgement. Use paragraph 8 of the generic mark scheme. Give highest marks for appropriate judgement based on precisely selected information. Candidates will probably focus on his importance as a world leader, his attempts to conciliate blacks and whites, the economy and the problems of crime and integration.

(6)

Total 20 marks

8. (a) Target: Explanation of aims including an end to colonialism and to develop co-operation and a sense of unity throughout the African continent.

(6)

(b) Target: description. Use paragraphs 3-5 generic mark scheme. Look for balanced and precise descriptions.

(8)

(c) Target: causation. Problems such as size and diversity of African continent and racial problems of southern Africa

(6)

Total 20 marks

Section B: Asia including the Middle East

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

L1: Basic statement, or direct quote from source.

e.g. Women engineering students helped

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. women played an important role in the Great Leap Forward working in all areas of the economy, including the blast furnaces and carrying work. The question and answer suggests that their status and role were enhanced by the Great Leap Forward**.**

2-3
(3)

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

L1: Simple judgement.

e.g. Picture B shows women doing carrying work which is mentioned in Extract A.

1

L2: Developed statement which clearly support a reasoned judgement.

e.g. Extract A stresses the important role played by women in the Great Leap. This is shown in Photograph B with mainly female students helping with the building of the university. They are doing the heavy carrying work mentioned in Extract A. Furthermore the photograph reveals that women achieved what they insisted on – doing the same tasks as their male counterparts.

2-3
(3)

(c)   Target: evaluation of utility of written 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 the work women did.

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. Extract A is of value because it highlights the part played by women in the Great Leap Forward and stresses their elevated status under Mao. Snow witnessed first hand the Great Leap Forward and provides a useful foreign perspective. On the other hand this extract only looks at one narrow aspect of the Great Leap Forward.

3-4
(4)

(d) Target: Key features of the Great Leap Forward.

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 the communes **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 the policies in the cities and countryside, the communes, backyard blast furnaces, government propaganda, the results for agriculture and industry. **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. There may well be a greater focus at this level on the second part of the question. **9-10**
(10)
Total 20 marks

10. (a) Target: causation. Use generic mark scheme for guidance, paragraph 8. Maximum 4 marks for description since the focus is on cause. Good candidates are likely to focus on: leadership of Gandhi; reactions to British brutality in 1919; failure of constitutional initiatives to appease **(8)**

(b) Target: description. Reward precise information on developments during the war including the Cripps Mission and post war, especially the work of Mountbatten. **(6)**

(c) Target: causation. Use generic guidance paragraph. 8. Maximum 3 marks for description of violence as focus is causation. Candidates should know about the divisions between Hindu and Muslim and the problems of partition. **(6)**

Total 20 marks

11. (a) Target: causation. Candidates should know about the Mandates system and Britain's involvement with Palestine (plus Iraq and Transjordan) and French with Syria. Comment on the purpose of the mandate system is worth 2, further two marks for comment on increased British and French involvement. Maximum of 3 if no specific comment on either British or French role. **(4)**

(b) Target: causation. Candidates should know about rapid Jewish immigration, impact of Zionism, evidence of growing British and US support for the idea, reaction of Arabs, failure of Peel mission. Maximum 4 marks for description. **(8)**

(c) Target: description. Use paragraphs 3-5 of the generic mark scheme. Emphasis on terrorist activities of Irgun and Stern Gang and Palestinian terrorism against British army: British martial law in Tel Aviv: role of UN from 1947 and its declaration for partition of Palestine: Anglo-American relations over Jewish terrorism and US recognition of Israel. **(8)**

Total 20 marks

12. (a) Target: description. Use paragraphs 3-5 of the generic mark scheme. Candidates should describe Sun Yat Sen and the 1911 revolution, the 'Three Principles', failures of Kuomintang v Yuan Shi-kai, work in Southern China and success 1923-5 in co-operation with Communists. **(8)**

(b) Target: causation. Maximum 4 marks for description. Possible reasons for importance include: Communists survived and had new base; it made Mao new, unchallenged leader; it was seen as a great Chinese achievement; many Chinese people now saw the Communists as heroes and began to support them. **(8)**

(c) Target: causation. Possible reasons include Communist guerrilla tactics, peasant support, the leadership of Mao and the unpopularity of Chiang and the Kuomintang. **(4)**

Total 20 marks

13. (a) Target: causation. Use 8 of the generic mark scheme. Candidates should discuss US attitudes to Japanese expansion into China, Japanese ambitions in the Far East, and their determination to strike first. **(6)**

(b) Target: description. Use s 3-5 of the generic mark scheme. Candidates should be able to describe the main phases – early Japanese successes, Midway, US island hopping and the final defeat of Japan **(8)**

(c) Target: historical judgement. Use paragraph 8 of the generic mark scheme. Give highest marks for appropriate judgement based on precisely selected information. Candidates will probably focus on American determination to avoid more casualties, the Japanese surrender, the morality of using such weapons and its effects on the people of Japan. Reserve higher marks for balanced answers. **(6)**

Total 20 marks

14. Three parts to this question and content obviously depends upon the options which are chosen. Maximum of 8 marks for any one option. The question requires candidates to explain importance so, do not exceed 5 marks for pure description of what went on. **(20)**

Total 20 marks

15. First target: description. Maximum 14 marks. Should include early career, involvement with Russia and China, struggles v French in years after 1945 with victory in 1954 at Dien Bien Phu, and leadership of North Vietnam in years after 1954. Much emphasis will be placed on his role in the war with Vietnam.

Second target: causation. Again emphasis on war in Vietnam but candidates should stress the importance of his leadership in the years 1945-63.

(20)
Total 20 marks

16. (a) **L1:** Basic definition of terrorist organisation. **1-2**

L2: Developed explanation of term which could include aims and tactics with example(s). **3-4**
(4)

(b) Target: causation. Maximum 4 marks for description. Emphasis on problems of Middle East, especially Arabs v Jews, and impact of religious fundamentalism. **(8)**

(c) Target: historical judgement. Maximum 5 marks for reference to any one state. Within that maximum 2 marks for description.
(8)
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 source.

e.g. it drove some people to suicide **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 Wall Street crash had an immediate and devastating effect on many people. Some were financially ruined and at best had to give up luxuries such as cars. Others decided on suicide. **2-3**
(3)

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

L1: Simple judgement. **1**

e.g. Photograph B shows a man selling his car. In Source A it says that some had to change from Cadillacs to getting the bus.

L2: Developed statement which clearly support a reasoned judgement.

e.g. Photograph B shows a man so desperate due to the effects of the Wall Street Crash that he is selling his car as cheaply as possible. He is desperate for cash. Such desperation is mentioned in Extract A – not only giving up cars but committing suicide. His need for cash is also shown by the dramatic fall in share prices mentioned in Extract A.

2-3
(3)

(c) Target: evaluation of utility of written 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 the work women did.

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. This should be of value as it is written by a businessman who experienced the Wall Street Crash and could see first hand its effects on people. He is writing ten years later and is able to reflect on the events which followed the Crash. Many exaggerate and highlight the worst effects and does not mention the more long term impact of the Crash.

3-4
(4)

(d)   Target: Key features in events leading to Wall Street Crash

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 over speculation, the fall in share prices, the events of October 24-29 and reasons for unemployment.

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. There may well be a greater focus at this level on the second part of the question.

9-10
(10)
Total 20 marks

18.   (a)   Target: description. Problems of unemployment, low morale, lack of confidence in banking, depression in business and farming.

(4)

(b)   Target: description. Use paragraphs 3-5 generic mark scheme. Much scope here with policies aimed at banks and farming and all the different agencies.

(10)

(c)   Target: causation. Maximum 3 marks for description. Answers could include those who thought he was doing too much and taking on too many powers – Republicans, businessmen and States' rights campaigners – to those who believed he was not doing enough such as Father Coughlin, Huey Long and Dr Francis Townsend. Mention should also be made of the Supreme Court.

(6)

Total 20 marks

19.   First target: description. Use paragraphs 3-5 generic mark scheme. Maximum 14 marks.

(20)

Second target: historical judgement. Emphasis on his rise to power, especially the events of 1945, nationalisation of banks and other enterprises, expansion of public services and banks and accelerated industrialisation, and his fall from power in 1955.

Total 20 marks

20.   (a)   Target: description. Use paragraphs 3-5 of generic mark scheme. Answers are likely to run on Batista's policies to advantage businessmen and close relations with the USA. Candidates might discuss corruption.

(6)

(b) Target: causation. Maximum 3 marks for description. Candidates are likely to know about the unpopularity and corruption of the Batista regime. Also the guerrilla conflict led by Castro. Use paragraph 8 of generic mark scheme. **(6)**

(c) Focus: change. Maximum 4 marks for description. Most will concentrate on the nature of the Castro regime and its Communist ideology. Main changes to be noted concern relations with the USA and closer relations with the USSR. Also policies concerned with greater equality and nationalising, especially American-owned sugar plantations. **(8)**

Total 20 marks

21. (a) Target: explanation of key term

L1: Basic statement which shows some understanding that the terms relates to native black Americans. **1-2**

L2: Developed explanation which concentrates specifically on the key term and explains its importance in the context of the post war period – the attempt by native black Americans to remove the restrictions, especially, segregation, placed on them especially in the Southern states. Examples could include education and public transport. **3-4**

(4)

(b) Target: description. Use paragraphs 3-5 of the generic mark scheme. Candidates will probably describe key events in education such as Brown v Kopeka and Little Rock, the Montgomery Bus Boycott, the activities of Martin Luther King. **(10)**

(c) Target: historical judgement. Use paragraph 8 of the generic mark scheme. Give highest marks for appropriate judgement based on precisely selected information.
Progress due to King and the reforms of Kennedy and Johnson. On the other hand, death of King, loss of his leadership, disproportionate number of native blacks in Vietnam and opposition in the south. **(6)**

Total 20 marks

22. (a) Focus: causation. Relevant factors include unpopularity of Vietnam war and fact that cost of war had adversely affected Johnson's 'Great Society'. Other factors include the experience of Nixon and his campaigning skills and the assassination of Robert Kennedy. **(6)**

(b) Target: description. Use paragraphs 3-5 generic mark scheme. Key events include CREEP and dirty tricks, the findings of the newspaper reporters, Nixon's lies, the Senate Committee and the White House Tapes. Effects include lack of confidence in presidency and measures to restrict the powers of the president. **(8)**

(c) Target: historical judgement. Maximum 3 marks for description. Candidates may wish to make use of his diplomatic initiatives, not least with China and also to his wider diplomacy aimed at maintaining US strength against the USSR while not pushing the Cold War so far. **(6)**

Total 20 marks

23. (a) Target: causation. Maximum 3 marks for description. Use paragraph 8 of generic mark scheme. Candidates should be aware of the differences within the Federation and of the different ways in which ex-colonies of Britain wished to develop. **(6)**

(b) Target: description. Use paragraph 3-5 of generic mark scheme. **(6)**

(c) Target: historical judgement. Use paragraph 8 of generic mark scheme. Reward precise selection of evidence in support of a case. **(8)**

Total 20 marks

24. Four parts to this question and content obviously depends upon the options which are chosen. Maximum of 6 marks for any one option. The question requires candidates to explain importance so, do not exceed 3 marks for pure description of what went on. **(20)**

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. Many people in the collective farms killed their livestock **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. There was much opposition to collectivisation during this period. Many
farmers killed their livestock and destroyed their crops rather than share them with the collectives. This, in turn, created serious food shortages and a devastating famine, 1932-33. **2-3**
(3)

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

L1: Simple judgement.

e.g. Extract A mentions people dying of hunger. Photograph B shows two starving people. **1**

L2: Developed statement which clearly support a reasoned judgement.

e.g. Source A highlights the opposition to the collective farms which brought about serious food shortages and people dying of hunger. This is a reference to the famine of 1932-33 with two victims shown in photograph B. Kopelev, in Extract A, saw women and children still breathing but with vacant lifeless eyes. It could well be the woman and child in the photograph. **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 reliable because it is written by someone who lived
   in Russia at that time. 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. In many respects a reliable view because Kopelev was in the
   Soviet Union during the early stages of collectivisation. There was
   certainly much opposition with some peasants destroying their
   livestock and crops. The famine of 1932-3 killed many especially in the
   Ukraine. On the other hand Kopelev was later sent into exile and may
   well have concentrated on the worst aspects of collectivisation in order
   to discredit Stalin.

   3-4
   (4)

(d)   Target: Key features of the Great Leap Forward.

   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 a collective
   farm.

   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 industrialisation or collectivisation/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 collectivisation,
   the first three five year plans, Stakhanovite movement and the effects
   of these policies.

   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. There may well be a
   greater focus at this level on the second part of the question.

   9-10
   (10)

   Total 20 marks

26.   Target: two aspects. First part see paragraphs 3-5 of the generic mark
   scheme. Candidates should know about Mussolini's career before, during and
   immediately after the war and his role in the events leading to the March on
   Rome in 1922. Key achievements should include the Lateran Treaty, the
   various 'battles' and improved communications. See paragraph 8 of the
   generic mark scheme for general guidance on the second part of the question.
   Maximum 12 marks for concentration on one side only.

   (20)

   Total 20 marks

27. (a) Target: causation. Paragraph 8 of generic mark scheme. Candidates should focus on the strengths of the Reds, especially Trotsky and the Red Army, central communications and the use of propaganda, and the weakness of the Whites. Maximum 4 marks for description of the civil war. **(8)**

(b) Target: description. Use paragraph 3-5 generic mark scheme. Policies could include War Communism, NEP, use of Cheka and defeat of Kronstadt mutiny.

(6)

(c) Target: causation. Use paragraph 8 generic mark scheme. Maximum 3 marks for description. Candidates should discuss the strengths and tactics of Stalin together with the weakness and mistakes of his opponents, especially Trotsky. **(6)**

Total 20 marks

28. Four parts to this question and content obviously depends upon the options which are chosen. Maximum of 6 marks for any one option. The question requires candidates to explain importance so, do not exceed 3 marks for pure description of what went on.

(20)
Total 20 marks

29. (a) Target: causation. Use paragraph 8 generic mark scheme. Maximum 3 marks for description. Emphasis should be on German tactics, especially Blitzkrieg, and weakness and mistakes of opponents such as Poland, Britain and France. **(6)**

(b) Target: description. Use paragraph 3-5 of generic mark scheme. Much scope here with key events including allied invasion of Italy, bombing of Germany, D-Day and the allied advance, Stalingrad and the Russian advance. **(8)**

(c) Target: causation. Use paragraph 8 generic mark scheme. Possibility of overlap with (b) but thrust of question is causation. Maximum 3 marks for description. Possible reasons include the strength of the Grand Alliance, Germany over stretched, German collapse on the Eastern Front, the success of D-Day and the effects of strategic bombing. **(6)**

Total 20 marks

30. (a) Target: causation. Use paragraph 8 generic mark scheme. Maximum 3 for description. Emphasis on crisis in the Fourth Republic and the experience and reputation of de Gaulle.

(6)

(b) Target: description. Use paragraph 3-5 generic mark scheme. Candidates should include foreign policies especially in the EEC and the exclusion of Britain, and domestic affairs especially economic policies and reform of education. **(8)**

(c) Target: historical judgement. Use paragraph 8 generic mark scheme. Candidates could discuss his period as President and the years that followed. **(6)**

Total 20 marks

31. (a) Target: causation. Use paragraph 8 generic mark scheme. Maximum 3 marks for description. Possible explanations include the limitations and failure of Gorbachev's policies and the influence of events in eastern Europe. **(6)**

(b) Target: description. Use paragraphs 3-5 generic mark scheme. Maximum 5 marks for each country. **(8)**

(c) Target: consequence. Use paragraph 8 generic mark scheme. Maximum 3 marks for description.

(6)
Total 20 marks

32. (a) **L1:** Basic definition of European Union which implies bringing states closer together. **1-2**

L2: Developed explanation of term which shows what it means and locates this in particular context. **3-4**
(4)

(b) Target: description. Use paragraph 3-5 of generic mark scheme. Maximum 5 marks for either benefits or disadvantages.

(8)

(c) Target: causation. Descriptions of what happened will have maximum 5 marks. Most candidates are likely to write about perceived advantages of harmonisation in terms of free trade, equal opportunities under law, emergence of Europe as one of the world's most important markets. **(8)**
Total 20 marks

HISTORY 7263, CHIEF EXAMINER'S REPORT

General Comments

This was a very fair paper which elicited a wide range of responses and gave the candidates plenty of opportunity to demonstrate their knowledge, understanding and skills.

Source questions showed, in some cases, a willingness to cross-reference and interpret, for sub-questions (a) and (b) and some improvement in utility and reliability.

The most popular questions were 9, 12, 17, 18,19, 21, 22 and 25.

There were very few answers to Question 1. Candidates gained marks on sub-questions (a) and (b) but did not know the topic well enough to gain much on sub-question (d).

There were no answers at all to Questions 2, 3 and 4.

Question 5 was answered by a handful of candidates who were much more secure on sub-questions (a) and (b) describe and explain, but weak on judgement required by part (c).

Again, only a handful of answers for Question 6 with one reasonably developed description of Nkrumah's career and achievements.

Not as many answers as anticipated for Question 7. Answers were stronger on parts (a) and (b). Candidates showed little knowledge and understanding of Mandela's period as president.

Question 8 was more popular than anticipated with one or two strong answers. These candidates showed a sound awareness of the aims and activities of the OAU and the limitations of its achievements.

Question 9 was a popular question but not well answered. Most candidates scored reasonably well on sub-questions (a) and (b) but were unable to evaluate utility for part (c). For the last sub-question some wrote at length about Mao's economic and social policies, but failed to focus on the Great Leap Forward and often gave detail on pre-1958 developments.

Question 10 was quite popular and candidates, in general performed well, especially on (a) and (c) although were not as confident in describing the stages by which India achieved its independence in the period 1939-47.

Question 11 was not as popular as anticipated. Generally weak answers to part (a) whilst responses to (b) lacked focus and precision. Candidates were more confident in describing the events of 1945 to 1948 leading to the creation of an independent Israel.

Question 12 was a very popular question and was well answered. Section (a) often produced more material than was actually required to gain maximum credit. Section (b) was less well answered with many candidates failing to focus on the question asked. However several candidates achieved maximum marks for (c).

Question 13 was quite popular but not well answered. Seemed to be a fifth question for those candidates who knew little about the topic. Most gave a description of Pearl Harbour for part (a) and lacked specific knowledge of the key events in the Pacific to develop answers to (b) and (c).

Only a handful of answers for Question 14 with explanations of the three wars out of the five options.

Few answers to Question 15. Candidates tried to use their knowledge of the war in Vietnam to describe the career of Ho Chi Minh and did not score well.

Few answers to Question 16. Candidates made a reasonable attempt at defining terrorist organisations but lacked the specific knowledge to produce adequate answers to (b) and (c).

Question 17 was the most popular question on the paper and generally very well answered. Many scored a maximum for (a) and (b) although were not so confident on utility in (c). Some candidates wrote about the Roaring Twenties in part (b) and did not focus well enough on the causes of the Wall Street Crash.

Question 18 was almost as popular as Question 17. Some very long responses, especially to part (b). Candidates showed an excellent knowledge and understanding of the key features of the New Deal, although were not quite so secure on opposition to Roosevelt's policies.

Very few answers to Question 19 although those candidates produced good descriptions of Peron's life and achievements.

There were no responses to Question 20.

Question 21 was a popular question and reasonably well answered although few were accurate with legislation details and many wrote at too great a length concerning individual events such as Rosa Parks and the bus boycott.

Question 22 was again a popular and generally well answered question. Many scored a maximum on section (b) but some lost marks for a lack of attention to the second part of the question.

There were no responses to Question 23.

There were few answers to Question 24. Again it was the refuge of weak candidates seeking a fifth question.

Question 25 was popular and quite well done. Candidates scored well on (a) and (b) but less so on utility in (c). Several candidates produced very good detail on Stalin's policies of industrialisation and collectivisation.

Question 26 was quite popular but not well answered. Candidates were more confident in describing Mussolini's early career and rise to power, although there was often a lack of discrimination between his childhood escapades and his adult political career. The second half of the question often failed to produce much comment on his degree of success.

Question 27 was a popular question. All three sections produced knowledgeable responses especially on Stalin's rise to power.

Generally sound answers were produced for Question 28, especially on the Munich Putsch, the Great Depression and the Reichstag Fire. Some perceptive and knowledgeable comments on Stresemann.

Again Question 29 provided a fifth question refuge for the weak. Generally poor answers with candidates showing very little knowledge and understanding of the main stages of the war in Europe and the reasons for the defeat of Germany.

There were no responses to Question 30.

There were a handful of answers to Question 31 with these candidates more confident on sections (b) and (c).

Very few attempts at Question 32, again generally by candidates who knew little about the European Union.

HISTORY 7263, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	60	50	40	35	28

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