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London Examinations
GCE Ordinary Level

Mark Scheme with Examiners' Report

London Examinations Ordinary Level GCE in History (7263)

June 2003

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Mark Scheme and Examiners' Report
June 2003

HISTORY 7263

Mark Scheme

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Chief Examiner's Report

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Grade Boundaries

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HISTORY 7263, MARK SCHEME

Section A

1. (a) *What can you learn from Extract A about Nationalist attitudes to the non-whites in South Africa?* 3
- Target: Inference from a written source
- L1:** Basic statement, or direct quote from source.
e.g. South Africa is a white man's country (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 Whites regard themselves as superior to the non-whites in the towns and cities of South Africa. The non-whites are seen as second-class citizens. (2-3)
- (b) *What message is Cartoon B trying to convey about apartheid in South Africa?* 3
- Target: Interpretation of a cartoon.
- L1:** Basic statement which described what the cartoon shows.
e.g. It shows a policeman asking a bather for proof that he is white. (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 is poking fun at the idea of apartheid by showing how a policeman has mistaken a sunburnt boy bathing in a white only area and asking proof of identity. (2-3)
- (c) *How reliable is Cartoon B as evidence of attitudes towards apartheid in South Africa in the 1950s?* 4
- 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 exaggerated. (1-2)
- L2:** Developed statements about the 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. Cartoon B gives a reliable view of those who opposed apartheid by poking fun at the issue of the whites only bathing areas. However, the cartoon is unreliable because it only reflects the view of the opposition, not the many whites who supported apartheid, and because it is drawn by an opponent of apartheid it exaggerates the situation on the beach. (3-4)

(d)	<i>Describe the main features of the policy of apartheid in the 1950s and 1960s.</i> Target: Key features of apartheid.	10
L1:	Produces some accurate information which can be related to the question set, but mainly simplistic and/or generalised statements. There may be some inaccurate 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. e.g. Population Registration Act, Group Areas Act, Separate Amenities Act, Passbook Act.	(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 balance treatment of the topic. The candidate uses precise detail and adheres strictly to the chronology of the events.	(9-10)
Total 20 marks		
2.	(a) How did the mandate system apply to the ex-colonies of Germany after the end of the First World War? Target: Historical explanation. Candidates should know what the mandate system was. For maximum marks candidates should have precise knowledge of loss of at least two ex-colonies.	4
	(b) <i>Describe the circumstances in which one of Germany's ex-colonies in Africa eventually gained its independence.</i> Target: Description. Use paragraphs 3-5 generic mark scheme. Maximum of 6 marks for undifferentiated description of the history of the territory down to independence. For maximum marks need some explanation of independence.	8
	(c) <i>How successfully has the country that you have chosen been governed in the years since independence?</i> Target: Judgement. Use paragraph 8 of generic mark scheme. Maximum 4 marks for pure description. For 7-8 needs to be explicit judgement.	8
Total 20 marks		
3.	(a) <i>In what ways did the government of Egypt change as a result of the ending of the First World War?</i>	6

Target: Judging change. Use paragraph 8. Maximum 3 marks for description.

- (b) *Describe the circumstances in which King Farouk of Egypt was overthrown in 1952.* 6

Target: Description. Use paragraphs 3-5 of generic mark scheme.

- (c) *Why did relations between Britain and Egypt deteriorate in the years 1952 to 1956?* 8

Target: Causation. Paragraph 8 of generic mark scheme. Maximum 3 marks for description. Award higher marks for candidates who look beyond the Suez Crisis.

Total 20 marks

4. (a) *Describe the circumstances in which Kenya achieved independence by 1963.* 8

Target: Description. Use paragraphs 3-5 generic mark scheme. Higher marks for candidates who look at long term and short term circumstances.

- (b) *What policies did Jomo Kenyatta follow in the years after independence?* 6

Target: Explanation. Paragraph 8 of mark scheme. Maximum 3 marks for description.

- (c) *How successful were these policies during the period Kenyatta was in power?* 6

Target: Judgement. Maximum 3 marks for description. Use paragraph 8 of generic mark scheme. Reserve higher mark for balanced answers in which examines success and failures.

Total 20 marks

5. (a) *Explain why Southern Rhodesia declared unilateral independence in 1965.* 6

Target: Causation. Use paragraph 8 generic mark scheme. Maximum 3 for description. Higher marks for long term and immediate reasons.

- (b) *Why did negotiations between the governments of Southern Rhodesia and Britain end in failure in the years 1966 and 1970?* 6

Target: Causation. Maximum 3 marks for description. Use paragraph 8 of generic mark scheme.

- (c) *Describe the circumstances by which Robert Mugabe came to power in an independent Zimbabwe by 1980.* **8**

Target: Description. Reserve higher marks for candidates who describe circumstances in detail and with precision.

Total 20 marks

- 6.** *Describe the career of Kenneth Kaunda or Zambia and explain why he was so important in his country's history.* **(20)**

Target: Description and judgement. Maximum 12 marks for each part and maximum 12 marks for description. Use paragraphs 3-5 for first part and paragraph 8 of generic mark scheme.

Total 20 marks

- 7.** (a) *Describe the tactics used by the African National Congress (ANC) in the 1970's and 1980's, in its attempt to change the policies of the South African government.* **6**

Target: Description. Use paragraphs 3-5 generic mark scheme. Reserve higher marks for specific details.

- (b) *What changes took place in the domestic policies of the South African government under President P. W. Botha in the years 1978 to 1989?* **6**

Target: Explanation of change. Maximum 3 marks for description. Use paragraph 8 generic mark scheme.

- (c) *How important was the role of Nelson Mandela in the events leading to the abolition of apartheid?* **8**

Target: Judgement. Use paragraph 8 of generic mark scheme. Maximum 4 marks for description.

Total 20 marks

- 8.** (a) *Why did much of Africa suffer from the problem of mass hunger in the last quarter of the twentieth century?* **6**

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description.

- (b) *Describe the efforts of relief agencies to deal with the problem.* **8**

Target: Description. Use generic paragraphs 3-5. Higher marks for candidates who explain the work of specific relief agencies.

- (c) *Have the efforts to tackle mass hunger proved successful?
Explain your answer.* **6**

Target: Judgement, Use paragraph 8 of generic mark scheme.
Maximum 3 for description.

Total 20 marks

Section B

9. (a) *What can you learn from Extract A about US attitudes to a possible Japanese attack on Pearl Harbor?* **3**

Target: Inference from a written source.

- L1:** Basic statement, or direct quote from source.
e.g. It was unlikely to happen. **(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 Americans did not expect the Japanese to attack Pearl Harbor because of the distance from Japan and also because it was so heavily defended. **(2-3)**

- (b) *Does the evidence of Photograph B support the views given in Extract A about a possible Japanese attack on Pearl Harbor?
Explain your answer.* **3**

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

- L1:** Simple judgement
e.g. Extract A says the Japanese will not attack. In Photograph B they are shown attacking. **(1)**

- L2:** Developed statement which clearly support a reasoned judgement.
e.g. in Extract A the US clearly does not expect an attack from Japan due to distance and apparent strength of the defences at Pearl Harbor. No extra preparations were made and therefore the success of the attack shown in Photograph B with the destruction of the US battleship. **(2-3)**

- (c) *In the light of its origins and content, how valuable would a historian find Photograph B as evidence of the Japanese attack on Pearl Harbor?* **4**

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 was taken at the time and shows an attack on a warship. (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. It is useful as it was taken by an American who witnessed the attack and shows the extent of the damage to the battleship. It does have limitations. It only shows the damage inflicted on one battleship and the photographer may have focused on this scene in order to influence US public opinion. (3-4)

(d) *Describe the main features of the war in the Pacific from 1941 to 1945. Why was Japan eventually defeated?* 10

Target: Key features of war in Pacific.

L1: Produces some accurate information which can be related to the question set but mainly simplistic and/or generalised statements. There may be some inaccurate 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 aspect of the question with a good range of accurate information sufficient to support a balanced treatment of the topic.
This could include early Japanese successes in the Pacific and the Far East, Midway, US island hopping and the Japanese retreat. (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)

Total 20 marks

10. (a) *Why did so many Indians want independence from British rule in the years before 1947?* 6

Target: Causation. Use paragraph 8. Maximum 3 marks for description. Higher marks for candidates who explain long term and more immediate reasons.

- (b) *Describe how the independence movement in India developed in the years 1919 to 1947.* **8**

Target: Description. Paragraph 3. Maximum 5 marks for candidates who solely describe activities of Gandhi.

- (c) *Why did it prove impossible to achieve independence in 1947 under one united government?* **6**

Target: Causation. Maximum 3 for description. Paragraph 8. Main emphasis should be in Hindu/Moslem differences.

Total 20 marks

11. (a) *Describe the achievements of Sun Yat-Sen in China in the years 1911 to 1925.* **6**

Target: Description. Paragraph 3-5. Reserve higher marks for the candidates who focus on achievements.

- (b) *Describe the conflict between the Nationalists (Guomindang) and Communists in China in the 1920s and 1930s.* **8**

Target: Description. Paragraph 3-5. Higher marks for candidates who cover both decades.

- (c) *Explain why the Communists were able to win the Civil War in the years 1945 to 1949.* **6**

Target: Causation. Paragraph 8. Maximum 3 marks for description. Higher marks for candidates who explain Communist strengths and Nationalist weaknesses.

Total 20 marks

12. (a) *Was Muhammed Reza Shah's 'White Revolution' of 1963 in Iran a success? Explain your answer.* **6**

Target: Judgement. Paragraph 8. Higher marks for balanced answers which explain success and failures.

- (b) *Why did the Shah fall from power in 1979?* **6**

Target: Causation. Paragraph 8. Maximum 3 marks for description.

- (c) *Describe the key events of the Iran-Iraq war of 1980 to 1988.* **8**

Target: Description Paragraph 3-5. Higher marks for precise and detailed descriptions of key events.

Total 20 marks

13. (a) *Why were most Arab countries hostile to the establishment of the State of Israel in 1948?* 6
- Target: Causation. Paragraph 8. Candidates should explain general attitudes to Israel together with sympathy with the plight of the Palestinians. Maximum 3 marks for description.*
- (b) *Describe the main stages of the Arab-Israeli wars of 1948 to 1949 and 1967.* 6
- Target: Description. Paragraph 3-5. Maximum 4 marks for each war.*
- (c) *Explain why it has been so difficult to find a peaceful solution to the Arab-Israel conflict in the years since 1973.* 8
- Target: Causation. Paragraph 8. Maximum 4 marks for description.*

Total 20 marks

14. *Explain the importance of **four** of the following in the history of China under Mao Zedong (1949-1976):*
- the first Five Year Plan;*
 - the Hundred Flowers Campaign;*
 - the 3 and 5 Antis;*
 - the Great Leap Forward;*
 - the Cultural Revolution;*
 - the role of the Communist Party;*
 - relations with the Soviet Union.*
- 20**
- Target: Judgement. Paragraph 8. Maximum 6 marks for each option. Within 6 marks maximum 3 for description.*

Total 20 marks

15. *Describe the career and assess the achievements of **either** Ayub Khan of Pakistan **or** Indira Gandhi of India.* 20
- Target: Description and judgement. Paragraphs 3-5 and 8. Maximum 12 marks for description.*

Total 20 marks

16. (a) *Why has rapid population growth brought problems in many parts of Asia and the Middle East?* (6)
- Target: Causation. Paragraph 8. Maximum 3 marks for description.*

- (b) Describe the measures introduced by **one** country in the region to deal with the problems caused by rapid population growth. (8)

Target: Description. Paragraph 3-5. Higher marks for precise detail of policies of chosen country.

- (c) How successful have these measures been? (6)

Target: Judgement. Paragraph 8. Maximum 3 marks for description. Should look at the success and failures.

Total 20 marks

Section C

17. (a) *What can you learn from Extract A about the tactics used by Martin Luther King in campaigning for Civil Rights?* 3

Target: Inference from a written source.

- L1:** Basic statement, or direct quote from source.
e.g. there will be no white persons pulled out of homes. (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. King used peaceful tactics in order to convince the US government to improve the position of black citizens. This is shown in marked contrast to the methods used by some extreme white opponents of Civil Rights. (2-3)

- (b) *What message is Poster B trying to put across about the Black Power Movement?* 3

Target: Interpretation of a cartoon.

- L1:** Simple judgement
e.g. It shows a black person clenching his fist. (1)

- L2:** Developed statement which clearly support a reasoned judgement.
e.g. Several messages. Black people are still treated like slaves, as second class citizens. Hence the chain. The clenched fist represents the use of force necessary to achieve their aims. (2-3)

- (c) *Look at Poster B and the information given about it. How reliable is the Extract as evidence of the activities the Civil Rights movement in the 1960's.* 4

L1: Basic statements about the reliability of the source.
e.g. The source reliable because the poster was produced at the time. (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. *The poster gives a reliable view of the extreme methods used by the Black Power movement. It is unreliable because it exaggerates the attitude of many Black Americans in order to win support for its methods. It is not a reliable view of the methods used by the more peaceful civil rights campaigners such as Martin Luther King.* (3-4)

(d) *Describe the activities of the civil rights movements in the USA in the 1960s. How successful were they in achieving their aims during this period?* 10

Target: Key features of civil rights movement.

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 underdeveloped 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 question. This could include the activities of Martin Luther King, the Black Power Movement and civil rights measures introduced by Kennedy and Johnson. (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)

Total 20 marks

18. (a) Why did US governments after 1918 follow a policy of isolationism? 4

Target: Causation. Maximum 2 marks for description. Use paragraph 8.

(b) *Describe how, and to what extent, this policy was carried out in the years 1918 to 1939.* 10

Target: Judgement. Paragraph 8, Maximum 5 marks for description.
Maximum 6 marks for each part of the question.

- (c) *How did President F. D. Roosevelt try to change this policy before the USA entered the Second World War?* **4**

Target: Change. Paragraph 8. Maximum 3 marks for description.
Candidates may include Lend Lease and closer relation with GB.

Total 20 marks

19. (a) *Why did the USA experience a depression in the years 1929 to 1933?* **6**

Target: Causation. Paragraph 8. Maximum 3 marks for description. Higher marks for candidates who explain long term factors as well as Wall Street Crash.

- (b) *Describe the 'New Deal' policies of President F. D. Roosevelt in the years 1933 to 1941.* **10**

Target: Description, Paragraphs 3-5. Higher marks for candidates who focus on a range of policies.

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

Focus: Judgement. Paragraph 8. Maximum 3 marks for description. Higher marks for candidates who focus on 'ordinary US citizens'.

Total 22 marks

20. (a) *Explain why a successful revolution brought Fidel Castro to power in Cuba in 1959.* **6**

Target: Causation. Paragraph 8. Maximum 3 marks for description. Better candidates should look at popularity and tactics of Castro and unpopularity of Batista.

- (b) *Describe the methods and policies by which Castro's government tried to change life in Cuba.* **8**

Target: Description, Paragraphs 3-5. Maximum 5 marks for policies or methods.

- (c) *How did relations between the USA and Cuba change in the years 1959 to 1962?* **6**

Target: Change. Paragraph 8 Maximum 3 marks for description. Main emphasis should be on closer relations between Cuba and USSR, Bay of Pigs and Cuban Missile Crisis.

Total 20 marks

21. (a) *What did Lyndon Johnson mean by his stated aim of achieving 'the Great Society'?* 4
- Target: Explanation of key term.
- L1:** Basic statement, which shows some understanding. (1-2)
- L2:** Developed explanation which concentrates specifically on the key term and explains its importance. (3-4)
- (b) *Describe the domestic policies which Johnson introduced as President in the years 1963 to 1969 to achieve this aim.* 10
- Target: Description. Paragraphs 3-5. Higher marks for candidates who describe a range of policies including social reform and civil rights with precision.
- (c) *How successful was Johnson in achieving 'the Great Society'?* 6
- Target: Judgement. Paragraph 8. Maximum 3 marks for description. Higher marks for balanced answer which explains success and failures.

Total 20 marks

22. (a) *Describe the main domestic problems facing citizens living in **either** Latin America **or** the Caribbean in the years since 1945.* 6
- Target: Description. Paragraph 3-5. Higher marks for precise and detailed descriptions.
- (b) *Explain how one ruler in **either** Latin America **or** the Caribbean attempted to tackle these problems.* 8
- Target: Explanation key policies. Paragraph 8. Maximum 4 marks for description. Higher marks for precise explanation of policies/methods.
- (c) *How successful was the ruler you have chosen in tackling the problems he or she faced?* 6
- Focus: Judgement. Paragraph 8. Maximum 3 marks for description. Higher marks for balanced answers which explain success and failures.

Total 20 marks

23. *Explain the importance of **four** of the following for US involvement in the Cold War in the years after 1945.*
- the Truman Doctrine;
 - the Marshall Plan;
 - the Korean War;
 - relations with communist China in the 1970s;
 - Strategic Arms Limitation Talks (SALT);
 - Strategic Defence Initiative (Star Wars).
- 20**

Target: Description and judgement. Paragraphs 3-5 and 8. Maximum 6 marks for each option. Maximum 3 marks for description of option chosen.

Total 20 marks

24. (a) *With reference to examples drawn **either** from the USA **or** Canada **or** from South America explain the role of women in society in 1945.*
- 4**

Target: Explanation. Paragraph 8. Maximum 2 marks for description. Higher marks for awareness of status.

- (b) *Describe the changes that took place in the role of women in the geographical area you have chosen in the fifty years since 1945.*
- 10**

Target: Description. Paragraphs 3-5. Higher marks for answers which cover most of the period and/or give precise details.

- (c) *How successful have women been in improving their position in the area that you have chosen?*
- 6**

Target: Judgement. Paragraph 8. Maximum 3 marks for description. Again, higher marks for candidates who explicitly address issue of status.

Total 20 marks

Section D

25. (a) *What can you learn from Extract A about Fascist achievements in Italy in the 1920s?*
- 3**

Target: Inference from a written source

- L1:** Basic statement, on direct quote from source.
e.g. There were 2,082 public works.
- 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 Fascists appear to have achieved a lot in Italy in 1920s – not only the number of public works schemes but also the variety including improvements in transport, education and use of land. **(2-3)**
- (b) *What message is the cartoonist trying to put across in Cartoon B?* **3**
- Target: Interpretation of a cartoon.
- L1:** Basic statement which describes what the cartoon shows.
e.g. It shows ruin in Bolshevism and people working in a field in Fascism. **(1)**
- L2:** Developed statements which refer to the context of the cartoon, what it actually shows and the message of the cartoonist.
e.g. This was produced the year after Mussolini came to power and is trying to show that Fascism is working. The cartoonist contrasts the failure of Bolshevism by showing ruin and destruction to the apparent success of Bolshevism with agriculture prospering. **(2-3)**
- (c) *How reliable is Cartoon B as evidence of Fascist achievements in Italy by 1923?* **4**
- Target: Evaluation of reliability of a source
- L1:** Basic statements about the reliability of the source.
e.g. The source is unreliable because it exaggerates. **(1-2)**
- L2:** Developed statement 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. Cartoon B is reliable as a Fascist view of their achievements. However it is unreliable because it was drawn by a Fascist who was trying to convince the Italian people that Fascism was more successful than Bolshevism. The Fascists had only been in power for one year and had achieved so much. The cartoonist exaggerates the contrast between Fascism and Bolshevism in order to win more support. **(3-4)**
- (d) *Describe Mussolini's policies in Italy in the years 1922 to 1939. Did he solve Italy's main domestic problems in these years? Explain your answer.* **10**
- Target: Key features of Mussolini's domestic policies.
- L1:** Produces some accurate information which can be related to the question set but mainly simplistic and/or generalised statement. 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. e.g. Lateran Treaty, 'Corporate State', battles of wheat and birth, communications. **(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 events. There may well be a greater focus at this level on the second part of the question. **(9-10)**

Total 20 marks

- 26. (a)** *Describe how the League of Nations came into existence in the years 1918 to 1920.* **4**

Target: Description. Paragraphs 3-5. Better answers should look at aims of Wilson.

- (b)** *In what ways, and to what extent, was the League a success in the 1920s?* **8**

Target: Judgement. Paragraph 8. Maximum 5 marks for each part of question. Overall max 4 marks for description.

- (c)** *Why was the League unable to preserve peace in the 1930s?* **8**

Target: Causation. Paragraph 8. Max 4 marks for description. Better answers should explain inherent weaknesses of the League and the threats posed by Japan and Italy.

Total 20 marks

- 27. (a)** *Explain how the events in Germany during the years 1929 to 1933 brought Hitler to power.* **8**

Target: Judgement. Paragraph 8. Maximum 4 marks for description. Better answers should explain the connection between the depression and the appeal of Nazism and the specific developments, 1932-1933.

- (b)** *Describe the policies introduced by the Nazis toward women and the young in the years 1933 to 1939.* **6**

Target: Description. Paragraph 3-5. Maximum 4 marks for each area.

- (c) Why was there little opposition to the Nazis regime in the years 1933 to 1939? 6

Target: Causation. Paragraph 8. Maximum 4 marks for description.

Answers could include removal of opposition, police state, propaganda and Nazi support through success.

Total 20 marks

28. (a) *Explain why Stalin was successful in the leadership struggle in the USSR which followed the death of Lenin in 1924.* 6

Target: Causation. Paragraph 8. Maximum 3 marks for description. Better answers should explain the strengths and tactics of Stalin and the weaknesses/mistakes of rivals such as Trotsky.

- (b) *Describe the policies Stalin introduced to modernise the industry and agriculture of the USSR in the years 1928 to 1941.* 8

Target: Description. Paragraphs 3-5. Maximum 5 marks for each area.

- (c) *How successful were these policies during these years?* 6

Target: Judgement. Paragraph 8. Maximum 3 marks for description. Better answers should be balanced and explain successes and failures.

Total 20 marks

29. *Explain the importance of any **four** of the following in the Second World War in Europe:*

Blitzkrieg,
the fall of France, 1940,
the Battle of Britain, 1940,
Operation Barbarossa, 1941,
the Battle of Stalingrad, 1942 to 1943,
the Allied invasion of Normandy, 1944.

20

Target: Judgement and description. Paragraphs 8 and 3-5. Maximum 6 marks for each factor. Within that maximum 3 marks for description.

Total 20 marks

30. (a) *Why was the French Fourth Republic so often politically unstable in the years 1946 to 1958?* **6**
- Target: Causation. Paragraph 8. Maximum 3 marks for description.
- (b) *Describe how Charles de Gaulle achieved power in France in 1958.* **6**
- Target: Description. Paragraphs 3-5.
- (c) *How successfully did President de Gaulle tackle the problems which faced France, both at home and abroad, in the years 1958 to 1969?* **8**
- Target: Judgement. Paragraph 8. Maximum 4 marks for description. Maximum 5 marks for home or abroad.

Total 20 marks

31. *How successful do you think Mikhail Gorbachev was, both within the USSR and in international affairs, in the years 1985 to 1991?* **20**
- Target: Judgement and description. Paragraphs 8 and 3-5. Maximum 10 marks for description. Maximum 12 marks for either domestic policy or international affairs.

Total 20 marks

32. (a) *What environmental problems faced many western European countries in the second half of the twentieth century?* **6**
- Target: Description. Paragraphs 3-5. Maximum 3 marks for each problem.
- (b) *Describe the policies which were introduced to tackle these problems.* **8**
- Target: Description. Maximum 5 marks for policies for one problem.
- (c) *How successful have these policies been in solving the environmental problems facing many Western European countries?* **6**
- Target: Judgement. Paragraph 8. Maximum 3 marks for description. Maximum 4 marks for each problem area.

Total 20 marks

HISTORY 7263, CHIEF EXAMINER'S REPORT

General

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. 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 9(c) candidates were asked to evaluate the usefulness of Photograph B. It is of value because of what it shows – the damage inflicted by the Japanese attack on one of the USA's battleships - but also because of who took the photograph, the Japanese. Therefore it is a good example of Japanese propaganda, highlighting the apparent success of Pearl Harbor. At the same time, this limits its utility as the photographer will have been selective in choosing his subject. The photograph does not show the extent of the Japanese damage or the limitations of the attack.

On the other hand for question 17 on Civil Rights in the USA, candidates were asked to evaluate the reliability of Poster B. It is reliable because it shows the extreme methods used by the Black Power Movement, with the clenched fist as a symbol of its more violent approach. On the other hand, it is unreliable because it exaggerates the attitude and plight of many black Americans in order to win support for its methods. It is limited in that it does not tell us about the more peaceful methods used by the majority of civil rights campaigners led by Martin Luther King.

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 1) or might be a mixture of description and evaluation (questions 9,17 and 25). 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 show inconsistency in their choice of questions and occasionally opted for topics about 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 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

A number of candidates answered the starred question, 1, and usually scored well on (d), the main features of the policy of apartheid, and (a), comprehension and inference from Extract (a). A number misunderstood the message of the cartoon for (b) which impacted on part (c). There were few answers to the rest of Section A except for questions 7 and 8. Candidates were more confident in answering 7(a) and (b) but were surprisingly weak in examining the importance of Nelson Mandela for part (c). There were no answers of any real quality for question 8 with candidates having little or no knowledge of the work of the relief agencies for part (b).

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 10, 12, 15 and 16. For question 9, the starred source question, candidates often went against the normal trend, and scored reasonably well on (a), (b) and (c) but were let down by a lack of knowledge of the war in the Pacific, for part (d).

China proved popular in this section. Some good answers to question 11, especially parts (a) and (c) although part (b) often lacked a sharp enough focus on the conflict between the two sides. For the other China question, 14, the majority wrote sound explanations of the importance of the first Five Year Plan, the Hundred Flowers Campaign, the Great Leap Forward and the Cultural Revolution. Question 13 was not well answered, especially in parts (a) and (c).

Section C

This was the most popular Section. For the starred documentary question, generally sound answers to (a) and (b), although for (c) disappointingly few saw a lack of balance as part of the answer and in (d) many expended far too much time and energy on the events of the 1950s.

Questions 18 and 19 were extremely popular. Candidates generally scored well on 18(a) and (b) but gained few marks on the changes brought about by Roosevelt for part (c). Generally strong answers to all parts of questions 19 and 20. There were few answers to 22 and 24 but some very good explanations of the Truman Doctrine, Marshall Plan and Korean War, for question 23. The overall mark for this question was often depressed due to the lack of secure knowledge of a fourth option.

Section D

Like all the starred questions, question 25 attracted about one in four candidates who generally scored well on (a), (b) and (d), although several strayed into foreign policy at some length. Part (c) was disappointing in most cases. Only a handful attempted questions 30 and 32.

The League of Nations, question 26, proved a popular choice. The focus of (a) was often on why rather than how. Answers to (b) were not always balanced, although a surprising number gave developed explanations on the achievements of the League's commissions.

Part (c) often scored well, although there was some confusion between the 1920s and 1930s.

For question 27, again very popular, part (a) there was too much time wasted on the 1920s and insufficient use of material after January 1933. Part (b) often lacked balance, with candidates strong on either Nazi policies towards women or the young. Part (c) was well known, but not all answers had balance. In general candidates also performed well on Stalin, question 28, with all parts well described or explained and very strong knowledge of his rise to power for (a).

Question 29 seemed to be the refuge for those seeking a fifth question. Reasonable explanations of the importance of two of the events, Blitzkrieg, or Barbarossa, but let down by weak answers to any two from the other options.

HISTORY 7263, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	61	50	40	35	27

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

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