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London Examinations

GCE Ordinary Level

Mark Scheme with Examiners' Report

London Examinations Ordinary Level GCE in History (7263)

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HISTORY 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

1

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) **What can you learn from Extract A about United Nations intervention in the Congo in 1960?** **(3)**

Target: Inference from a written source.

L1
Basic statement, or direct quote from the source. (1)
e.g. Force is only to be used in self-defence.

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. Limited UN involvement ensuring UN forces do not favour either side.
UN troops only to use force as a last resort. (2-3)

(b) **Does the evidence in Photograph B support the views expressed in Extract A?** **(3)**

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

L1
Simple judgement
e.g. Source A says no interference. Source B, a UN soldier is checking papers of a Congolese citizen. (1)

L2: Developed statement which clearly supports a reasoned judgement.
e.g. Source A says that there is to be minimum interference by UN troops in the Congo especially in its internal affairs. Source B does not support this as UN soldier is checking papers of Congolese citizen. Source B does support Source A as the UN official is not using force. (2-3)

(c) **In the light of its origins and content, how valuable would a historian find Photograph B as evidence of the role of the UN in the Congo?** **(4)**

Target: evaluation of utility of a photograph.

L1:
Basic or simple statements about utility of the source which is taken at face-value.
e.g. It is useful because it was taken at the time and shows a UN soldier.
(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 value and limitations of the source.
e.g. Source B is useful as evidence of the peace keeping role of the UN in the Congo and is very good evidence of the image that the UN wanted to put across to the rest of the world. However, it only shows the actions of one UN soldier who may not necessarily reflect the overall actions of the UN forces.
(3-4)

(d) **Describe the actions taken by the UN in the former Belgian Congo in the 1960s. How successful was the UN in solving the problems it faced in this area?**

(10)

Target: Key features of UN actions in Congo.

L1
Produces some accurate information which can be related to the question set mainly simplistic and/or generalised statements. There may be some inaccuracies 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. (7-8)

L4
Produces a balanced 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

2. (a) **Describe the key political changes in South Africa in the years 1919 to 1948.**
(8)

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

(b) **Explain why the Afrikaner Nationalist Party led by David Malan won the general election of 1948.** **(6)**

Target**:** Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Answers should include greater weighting to rural areas, Malan's effective election campaign and growing Afrikaner's uncertainty over rapid changes in society.

(c) **How did the outcome of the election of 1948 lead to important changes in relations between racial groups in South Africa?** **(6)**

Target: Explanation of change. Maximum 3 marks for description. Use paragraph 8 of generic mark scheme. Main emphasis should be on the introduction policy of apartheid.

Total 20 marks

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

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Emphasis on strategic importance North Africa for Suez Canal and oil supplies.

(b) **Describe the major actions between the combatants in North Africa in the years 1941 to 1943.** **(8)**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Reserve higher marks for specific details. Emphasis on early German successes, El Alamein and Allied advances.

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

(6)

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Best answers should offer a balance between strengths of Allies and weaknesses of Axis powers.

Total 20 marks

4. (a) **Describe the circumstances in which France's colonial empire in either North Africa or West Africa came to an end after the Second World War.** **(8)**

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

(b) **Choose one state which had been part of the French colonial empire in Africa. How effectively did France prepare for the state for independence?** **(6)**

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

(c) **How successful has the state been since gaining independence?** **(6)**

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

Total 20 marks

5. **Describe the career of Jomo Kenyatta in Kenya and explain why he was so important in the country's history.** **(20)**

Target: Description and judgement. Paragraphs 3-5 and 8 of generic mark scheme Maximum 12 marks for description. Should include balance between his role in bringing about independence and his period as prime minister.

Total 20 marks

6. (a) **Describe the events leading to the end of colonial rule in Angola.**   **(8)**
Target: Description. Use paragraphs 3-5 of generic mark scheme. Answer should include balance between developments in Angola and Portugal.

 (b) **Why was Angolan independence followed immediately by civil war?**   **(6)**

Target: Causation. Paragraph 8 of generic mark scheme. Maximum 3 marks for description.
Answer should include different liberation movements and problem of Namibia.

 (c) **Explain why the civil war lasted so long.**   **(6)**

Target: Causation. Paragraph 8 of generic mark scheme. Maximum 3 marks for description.
Answer should include importance of outside interference.

(Total 20 marks)

7. (a) **Why did the South African government in the 1970s and 1980s come under increasing international pressure to change its policies?**
(6)
Target: Causation. Paragraph 8 of generic mark scheme. Maximum 3 marks for description. Maximum 3 marks for reference to apartheid only.
Key reason is opposition to apartheid.

 (b) **Explain the tactics used by the African National Congress (ANC) in the 1970s and 1980s in its attempt to change the policies of the South African government.**   **(8)**

Target: Explanation. Paragraph 8 generic mark scheme. Maximum 4 marks for description.

 (c) **Describe how the domestic policies of the South African government changed under P. W. Botha in the years 1978 to 1989**.   **(6)**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise details of changes. Should include changes in the constitution in the early 1980s.

Total 20 marks

8. **Describe the career and assess the achievements of two of the following leaders of states in Africa:**

Idi Amin in Uganda;
Hastings Banda in Malawi;
Joseph Mobutu in Zaire;
Kwame Nkrumah in Ghana;
Julius Nyerere in Tanzania.

Total 20 marks

Target: Description and judgement. Paragraphs 3 –5 and 8 of generic mark scheme. Maximum 12 marks for description.

Section B: Asia, including the Middle East

*9. (a) **What can you learn from Extract A about relations between Hindus and Moslems in India in 1946?**

(3)

Target: Inference from a written source.

L1
Basic statement, or direct quote from the source.
e.g. There was much violence between 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 two religious groups obviously hated each other and this led to much violence and bloodshed with massacres on both sides.   (2-3)

(b) **Does the evidence in Photograph B support the views expressed in Extract A?**

(3)

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

L1
Simple judgement
e.g. Source A says much violence. Source B shows a dead Hindu.   (1)

L2
Developed statement which clearly supports a reasoned judgement e.g. Source A explains the extent of violence and bloodshed between Hindus and Moslems. This seems confirmed by Source B which shows a dead Hindu. However, there is no mention in Source B that the Hindu was murdered and that this was carried out by a Moslem or Moslems.

(2-3)

(c) **In the light of its origins and content, how valuable would a historian find Extract A as evidence about the situation in India in 1946?**

(4)

Target: evaluation of utility of a written source.

L1
Basic or simple statements about utility of the source which is taken at face-value.
e.g. It is useful because it was taken at the time   (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 value and limitations of the source.
e.g. Source A is useful because it was written by someone who witnessed the violence and provides a graphic description of the bloodshed which highlights the hatred between the two religious groups. It is written by a Briton who presumably was able to take a more objective view of the situation. However, it is only one view and may exaggerate or highlight the worst aspects of the violence to encourage some government action.   (3-4)

(d) **Describe the events of 1939 to 1947 which led to the independence of India. Why was independence accompanied by violence? (10)**

Target: Key events in India and causation.

L1
Produces some accurate information which can be related to the question set but mainly simplistic and/or generalised statements. There may be some inaccuracies 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.
(7-8)

L4
Produces a balanced 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. **Choose three of the following and explain the importance of each to the history of Palestine and the emergence of the state of Israel in the years 1917 to 1948.**

> **The Balfour Declaration, 1917;**
> **Immigration into Palestine in the years 1919-39;**
> **the Arab Rebellion of 1939;**
> **the Peel Commission Report, 1937;**
> **the American Zionist Conference at the Biltmore Hotel, 1942;**
> **the actions of the Irgun in the 1940s.**

Target: Description and judgement. Use paragraphs 3-5 and 8 of generic mark scheme. Maximum 7 marks for each. Maximum 4 marks for description.

Total 20 marks

11.(a) **What was the importance of Sun Yat Sen in the history of China in the years 1911 to 1925?**

(6)

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

Should include his part in 1911 Revolution, his 'Three Principles', setting up of the Kuomintang, working with Communists and achievements early 1920s.

(b) **Describe how the Communists were able to survive the attacks from the Kuomintang during the 1930s.**

(8)

Target: Description. Paragraphs 3-5 generic mark scheme. Maximum 5 marks for answers which solely describe the Long March.

(c) **Why did the Communists defeat the Kuomintang in the Civil War of 1946 to 1949?**

(6)

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Higher marks for balanced answers which look at strengths of Communists and weaknesses of the Kuomintang.

12. **Describe the career of Mohandas K. Gandhi in India in the years 1915 to 1939. What qualities enabled him to achieve such influence within India in these years?**

Target: Description and judgement. Use paragraphs 3-5 and 8 of generic mark scheme. Maximum 14 marks for description. Higher marks for more precise description and balance chronologically between 1920s and 1930s.

Total 20 marks

13. **Choose two of the following leaders. In each case, explain why the leader was important in the history of the state he/she ruled.**

> **Pol Pot of Cambodia;**
> **Gamal Abdel Nasser of Egypt;**
> **Ahmed Sukarno of Indonesia;**
> **Ayatollah Ruhollal Khomeini of Iran;**
> **Golda Meir of Israel;**
> **Ho Chi Minh of Vietnam.**

Target: Causation and judgement. Use paragraphs 3-5 and 8 of generic mark scheme. Allow up to maximum 12 marks for description.

Total 20 marks

14. (a) **Describe how Japan was governed in the years 1945 to 1952**. **(8)**

Target: Description. Use paragraphs 3-5 generic mark scheme. Need to include significance of US involvement and stability of period.

(b) **Explain why the prosperity of Japan grew so rapidly in the forty years after 1952.** **(6)**

Target: Causation. Use paragraph 8 generic mark scheme. Reasons could include US help and trade, Korean War, use of export profits for industrial development and series of stable governments. Maximum 3 marks for description.

(c) **Why did Japan experience so many political scandals in the 1990s?**
(6)

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

Total 20 marks

15. (a) **Describe the key features of the Great Leap Forward introduced by Mao in China in the late 1950s and early 1960s.** **(8)**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for answers which show balance between features of the towns and the countryside.

(b) **How successful was this policy in improving the economy in China by 1976?**
(6)

Target: Judgement. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Best answers should look at effects of policy on industry, agriculture and the communes.

(c) **Why did Mao decide on the Cultural Revolution of the 1960s?** **(6)**

Target: causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Answers should focus on desire to resurrect communist principles and reassert his own leading position.

Total 20 marks

16.(a) **Explain why the French were forced to leave Indo-China by 1954**. **(6)**
Target: Causation. Maximum 3 marks for description. Refer to paragraph 8 of generic mark scheme. Best answers should look at developments during and after the Second World War, the Vietminh, Ho Chi Minh and the weakness of the French.

(b) **Describe the key stages of the Vietnam War in the 1960s.** **(8)**

Target: Description. Paragraph 3-5 generic mark scheme. Key features could include Operation Rolling Thunder, the Tet Offensive and the beginning of the policy of Vietnamisation.

(c) **Why were the North Vietnamese able to achieve the unification of Vietnam by 1975?** **(6)**
Target: Causation. Use paragraph 8 generic mark scheme. Maximum 3 marks for description. Best answers should include balance between strengths of Vietcong and North Vietnam and weaknesses USA and South Vietnam.

Total 20 marks

Section C: The USA and the Americas

*17 (a) **What can you learn from Extract A about the reasons for Soviet support for Castro's regime in Cuba?**

(3)

Target: Inference from a written source.

L1: Basic statement, or direct quote from the source. (1)
e.g. We decided to increase our military aid to Cuba.

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. Soviet Union had ulterior motives. Hoped that Communist Cuba would help spread Communism in Latin America and undermine US influence in the Caribbean.

(2-3)

(b) **How does the evidence of Extract A help to explain the situation shown in Photograph B?**

(3)

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

L1
Simple judgement e.g. Source A says the Soviet Union is helping Cuba. Source B shows missile sites in Cuba. (1)

L2
Developed statement which clearly supports a reasoned judgement.
e.g. Extract A says that the Soviet Union has decided to increase its military aid to Cuba in order to strengthen Communism in that country and Latin America. Source B shows the results of this increased aid with the USSR building missile sites on the island which may be aimed at the USA.

(2-3)

(c) **In the light of its origins and content, how valuable would a historian find Extract A as evidence of the effects of the Cuban Missile Crisis?**

(4)

Target: evaluation of utility of a written source.

L1
Basic or simple statements about utility of the source which is taken at face-value.
e.g. It is not useful because it was written later.

(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 value and limitations of the source.
e.g. It is useful because it gives the views of the Soviet leader during the crisis, Khrushchev. He clearly states Soviet aims and believes that the crisis was a success for Soviet foreign policy. However, it is limited because he is possibly exaggerating the apparent success of the crisis in order to promote his own role. In reality it was more of a diplomatic success for the USA.

(3-4)

(d) **Describe the causes and events of the Cuban Missile Crisis. Why did the Crisis not lead to the outbreak of war between the Soviet Union and the USA?**

(10)

Target: Key features of UN actions in Congo.

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

(7-8)

L4
Produces a balanced 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)

18. (a) **What was meant by 'Prohibition'? Why was it introduced in the USA in 1919?**
(6)

Target: Explanation of term and causation. Paragraph 8 of generic mark scheme. Maximum 4 marks for each part. Maximum 3 marks for description. Very precise definition to achieve maximum.

(b) **What were the results of attempts to enforce Prohibition in the USA during the 1920s?**

(6)

Target: Explanation of consequence. Use paragraph 8 of generic mark scheme. Effects should include gangsterism, moonshining, smuggling. Maximum 3 marks for description.

(c) **Describe other changes in the lifestyle of US citizens who benefited from the the economic prosperity of these years.**

(8)

Target: Description. Use paragraph 3-5 generic mark scheme. Answers should include new consumerism of 1920s and motoring revolution and could mention changes in lifestyle of some women.

(Total 20 marks)

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

(10)

Target: Description. Use paragraphs 3-5 generic mark scheme. Answers should include measures to deal with unemployment, welfare and agricultural policy with reference to the Alphabet agencies. Do not expect every major policy for full marks.

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

(6)

Target: Causation. Use paragraph 8 generic mark scheme. Maximum 3 marks for description.
Answers could include leading Republicans, members of Supreme Court and those that believed Roosevelt was not doing enough.

(c) **How effective was the New Deal in helping ordinary US citizens in the years to 1941?**

(4)

Target: Judgement. Use paragraph 8 generic mark scheme. Maximum 2 marks for description.

Total 20 marks

20. (a) **Why did many US citizens favour a policy of isolationism after 1918?**

(6)

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Answers should include impact of First World War and economic motives.

(b) **In what ways, and to what extent, did US governments follow a policy of isolationism in the years 1919 to 1939?**

(6)

Target: Description and judgement. Use paragraph 3-5 generic mark scheme for first part and paragraph 8 for second part. Maximum 4 marks for description. Best answers should be balanced with examples of isolationism and involvement.

(c) **How did President F. D. Roosevelt abandon this policy in the years 1939 to 1941?**

(8)

Target: Description. Use paragraph 3-5 of generic mark scheme. Answers should include Roosevelt's concerns for Axis Powers, help given to GB and policy towards Japan and reactions to Pearl Harbor.

Total 20 marks

21. **Choose two of the following leaders and in each case explain their importance in the history of the state over which he ruled:**

> **Juan Peron of Argentina;**
> **Getulia Vargas of Brazil;**
> **Pierre Trudeau of Canada;**
> **Augusto Pinochet;**
> **Echeverria Alvarez of Mexico;**
> **Manuel Odria of Peru.**

Target: Description and judgement. Use paragraphs 3-5 and 8 of generic mark scheme. Maximum 12 marks for one ruler and for description.

Total 20 marks

22. (a) **What was the purpose of the British government in supporting the establishment of the Federation of the West Indies in 1958?**

(4)

Target: Judgement. Use paragraph 8 of generic mark scheme. Maximum 2 marks for description.

(b) **Describe how this Federation operated and explain why it survived for such a short time.**

(8)

Target: Description and causation. Use paragraphs 3-5 and 8 of generic mark scheme. Maximum 5 marks for description.

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

(8)

Target: Description and judgement. Use paragraphs 3-5 and 8 of generic mark scheme. Maximum 4 marks for description.

Total 20 marks

23. (a) **Describe the domestic policies introduced by President J. F. Kennedy in the years 1961 to 1963.**

(8)

Target: Description. Use paragraphs 3-5 of generic mark scheme. Answers should include economic, social and those connected to civil rights.

(b) **How successful was President Johnson in his domestic policies in the years 1963 to 1969?**

(6)

Target: Judgement. Use paragraph 8 generic mark scheme. Maximum 4 marks for description. Best answers should examine social, economic and civil rights policies.

(c) **Why was there opposition to the domestic policies of these two Presidents?**

(6)

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 2 marks for description. Answers could include attitude Southern Congressmen to Civil Rights and opposition to cost of economic and social policies.

(Total 20 marks)

24. (a) **Describe the key features of the Civil Rights Movement in the USA in the 1950s.** (12)

Target: Description. Use paragraphs 3-5 of generic marks scheme. Answers should include Little Rock, Montgomery Bus Boycott, emergence of Martin Luther King.

(b) **How successful was the movement in achieving its aims during these years?**

(8)

Target: Judgement. Use paragraph 8 generic mark scheme. Maximum 4 marks for description. Answers could include overview of position by 1960 and/or judgement on effects of key events on progress of civil rights.

(Total 20 marks)

Section D: Europe, including Britain and Russia

*25. (a) **What can you learn from Extract A about German reactions to the Treaty of Versailles?**

(3)

Target: Inference from a written source.

L1
Basic statement, or direct quote from the source.   (1)
e.g. Then will come revenge for 1919.

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. Germans very upset by the Treaty of Versailles and very much against its terms. They will not accept the Treaty and seem determined to oppose these terms.

(b) **Does the evidence in Photograph B support the views expressed in Extract A?**

(3)

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

L1
Simple judgement
e.g. Extract A says the Germans want revenge. Photograph B shows Germans demonstrating against the Treaty**.**   (1)

L2
Developed statement which clearly supports a reasoned judgement.
e.g. Extract A stresses opposition to the Treaty. This is supported by Photo B which shows Germans demonstrating against the Treaty. Also Extract A shows that many Germans want return of territories they had lost. This is supported by Photo B with one of the posters mentioning loss of these territories and the protestors, themselves, from an area taken from Germany.

(2-3)

(c) **In the light of its origins and content, how valuable would a historian find Extract A as evidence of the German reactions to the Treaty of Versailles?**

(4)

Target: evaluation of utility of a written source.

L1
Basic or simple statements about utility of the source which is taken at face-value.
e.g. It is useful because it was written at the time.

(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 value and limitations of the source.
e.g. It is useful because it is from a German newspaper the day after the signing of the Treaty and should reflect popular opinion about the Treaty in Versailles. It also highlights the desire of many for revenge. However, it does not reflect the view of all Germans and may well have exaggerated reactions to the Treaty in order to main more support.

(3-4)

(d) **In what ways were the contents of the Treaty of Versailles (1919) intended to to achieve peace. Why were many Germans opposed to this Treaty?**

(10)

Target: Description and causation.

L1

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

(7-8)

L4

Produces a balanced 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)

26. **Describe the main policies introduced by Lenin from the October Revolution of 1917 until his death in 1924. How successful was he in establishing communist rule in Russia and the USSR in these years?**

Target: Description and judgement. Use paragraphs 3-5 and 8 of generic mark scheme. Maximum 14 marks for description. Main policies should include War Communism, system of government, key decrees, NEP and the Civil War. For second part system of government, unpopularity of War Communism, Kronstadt Mutiny and willingness to change to NEP should be considered.

Total 20marks

27. (a) **Explain the main domestic problems faced by the Weimar Republic in the years 1919 to 1929.** **(8)**
Target: Explanation of problems. Use paragraph 8 generic mark scheme. Maximum 4 marks for description. Problems should include Treaty of Versailles, defects in Constitution, opposition from the Left and Right and hyperinflation.

(b) **Why did support for Hitler and the Nazi Party increase so much in the years 1929 to 1932?**

(6)

Target: Causation. Use paragraph 8 generic mark scheme. Maximum 3 marks for description. Answers should include impact of Depression and the appeal of the Nazis.

(c) **Describe the stages by which Hitler consolidated his power within Germany in the years 1933 to 1935.**

(6)

Target: Description. Use paragraphs 3-5 generic mark scheme. Answers should include Reichstag Fire, Enabling Law and the Night of the Long Knives.

(Total 20 marks)

28. (a) **What were the aims of Mussolini's foreign policy in the years 1922 to 1939?**

(6)

Target: Explanation of aims. Use paragraph 8 generic mark scheme. Answers should include desire to expand Italian empire in Africa.

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

(8)

Target: Description. Use paragraphs 3-5 generic mark scheme. Answers should include invasions of Abyssinia and Albania.

(c) **How successful was Mussolini in achieving his foreign policy aims in the years 1922 to 1939?**

(6)

Target: Judgement. Maximum 3 marks for description. Use paragraph 8 of generic mark scheme. Answers should include judgement on Corfu, Abyssinia, Albania and alliances with Germany and Japan.

(Total 20 marks)

29. (a) **How did the USSR gain control over its satellite states in Eastern Europe from 1945?**

(6)

Target: Explanation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Answers should look at impact of Second World War and Soviet Take over policies.

(b) **Describe the ways in which Soviet control was challenged either in Hungary in 1956 or Czechoslovakia in 1968.**

(8)

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise details.

(c) **Explain the circumstance in which the 'Soviet Bloc' came to an end in the late 1980s and 1990s.**

(6)

Target: Explanation of key events. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Focus should be on inter action between events in Soviet Union and Eastern Europe.

(Total 20marks)

30. (a) **Explain why Franco achieved power in Spain by 1939.**

    (8)

    Target: Causation. Use paragraph 8 of generic marks scheme. Maximum 4 marks for description. Answers should explain importance of foreign intervention.

    (b) **Describe the policies of Franco as ruler of Spain in the years 1939 to 1975**.

    (6)

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

    (c) **Why was he able to hold on to power for so long?**

    (6)

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

    (Total 20 marks)

31. (a) **Assess the contribution of Tito to the development of Yugoslavia in the years 1945 to 1975.**

    (8)

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

    (b) **Explain why Yugoslavia failed to survive as one state in the years after 1989.**

    (6)

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

    (c) **Describe the role of Slobodan Milosevic in Balkan history during these years**.

    (6)

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

    (Total 20 marks)

32. (a) **Describe the stages leading to the establishment of the European Economic Community (EEC) in 1957.**

    (6)

    Target: Description. Use paragraphs 3-5 of generic mark scheme. Answers should include developments after Second World War and the influence of France and Germany.

    (b) **Explain why Britain did not join the EEC until 1973.**

    (8)

    Target: Causation. Use paragraph 8 generic mark scheme. Maximum 4 marks for description. Answers should look at attitude of British and later opposition of France.

    (c) **What benefits and what disadvantages has membership of the European Union brought to member states in the years since 1973?**

    (6)

    Target: Judgement. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Best answers should show balance between benefits and disadvantages.

    (Total 20 marks)

HISTORY 7263, CHIEF EXAMINER'S REPORT

General observations

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

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

The most popular questions were 9, 11, 15, 17, 18, 19, 20, 24, 25 and 27.

The least popular were questions 1, 2, 5, 7, 8, 10, 13, 14, 28 and 29 which were attempted by a handful of candidates and questions 3, 4, 21, 22, 30, 30 and 31 which were not attempted at all.

Section A

Question 1

Very few answers. Weaker candidates were able to make reasonable answers to (a) and (b), especially the cross referencing question, but knew little or nothing about UN intervention in the Congo for sub-question (d).

Question 2

Only a handful of generally very weak answers. Candidates were more confident about (b) and (c) but often knew very little for part (a).

Question 7

The most popular question in this section. Candidates answered reasonably confidently on parts (a) and (b) with a handful of excellent responses to (a) which considered a variety of international sources rather than the evils of apartheid as a cause of opposition. Generally weaker answers to (c).

Question 8

Only a handful of answers but very weak with little firm knowledge or understanding of the two leaders chosen.

Section B

Question 9

Parts (a) and (b) scored well but often a poor focus on (c). Most answers to (d) explained the reasons for the violence and stronger candidates gave detailed descriptions of the events of 1939-47.

Question 10

Not as many answers as expected. Those that answered generally chose from the first four in the list.

Question 11

A popular question in which candidates often scored well in all three parts. Some candidates produced extensive narrative for (a) which sometimes included unnecessary material. Part (b) was done well although some candidates omitted the Japanese invasion and the Sian Mutiny as relevant factors.

Question 12

Candidates generally did not score well on this question. The stronger candidates could write at length but often failed to keep the focus on Gandhi and his actions.

Question 15

Popular and candidates generally scored reasonably well especially on parts (a) and (c). Part (b) proved more demanding and tended to reduce the overall mark.

Question 16

Some good responses to part (a) but it was part (b) that gave the most scope for candidates to gain credit. Part (c) produced creditable responses although some candidates seemed to dry up after their expansive answers to (b).

Section C

Question 17

A popular question. Candidates often scored well on parts (a) and (b) although part (c) frequently lacked focus. Sound responses to (d) although some candidates confined their answers to the immediate causes.

Question 18

Again a popular question with some excellent responses to all three parts of the question. Parts (a) and (b) were often very well developed and contained a variety of relevant factors. Candidates also wrote at length for (c) although they did not always focus on 'lifestyle' and gave too much attention to the general development of the US economy in the 1920s.

Question 19

In general the best answered question on the paper. A number of maximum marks for (a) although less so for (b) where the focus was often too narrowly on Hoover and Republican opposition and (c) in which responses sometimes lacked balance. Candidates concentrated on achievements and omitted the limitations of the New Deal's effectiveness in helping ordinary US citizens.

Question 20

Popular but not well answered. Answers to part (a) were often limited and repetitive and generally weak responses to (b). Hardly any candidates saw the relevance of 'to what extent' and failed to mention the ways in which the USA was not isolationist.

Question 23

A handful of answers from candidates who did not have a grasp of the precise details of Kennedy and Johnson's reforms.

Question 24

A popular question and reasonably well answered. Candidates performed much better on the first part but often strayed into the 1960s, especially for the second part.

Section D

Question 25
Not as well answered as we would have liked. Parts (a) and (b) scored well but few attained the correct focus for (c). Most candidates gained some credit for the second part of (d) but too many listed details of the treaty in response to the first part without linking them to 'intended to achieve peace'.

Question 26
Popular and quite well answered. Candidates wrote in great detail about War Communism and the NEP but not in enough detail on the Civil War. Some ignored the dates and covered the period before the October Revolution.

Question 27
Not as popular as expected but quite well answered by most who attempted it, especially part (a). In (b) the focus was not always on 'why' and, in (c), some omitted key events.

Question 28
Not popular with very weak answers. Some candidates had prepared for Mussolini's domestic policies and tried to use this information to answer a question on foreign policy.

Question 29
Again only a handful of generally weak answers. One candidate, however, produced an excellent answer to all three parts.

Conclusion

Essay questions
- Most candidates are focusing better on command words and are able to differentiate between **explain** and **describe**.
- However candidates often ignore or write very little for the second part of a two part question which usually asks for a judgement.

Source questions

Examiners saw real signs of improvement in the answering of source questions.
- Cross referencing question. For top marks there must be evidence of direct cross referencing between the two sources. Some answers make a direct reference to one source but only an implicit reference to the other source.
- Utility still causes problems. Some candidates simply summarise or describe the source or use it as a trigger to explain more about the event. Best answers are balanced and look at the value and limitations of the source based on its content and provenance.

HISTORY 7263, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	56	46	36	31	24

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