# Mark Scheme with Examiners' Report
## GCE O Level History (7263)

**London Examinations**
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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 twenty 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 (eg cause, consequence, assessment of relative importance etc.) has been understood. | **7-8** |
| Band 4: | The answer is conceived evaluatively and the precise focus of the question (eg cause, consequence, assessment of relative importance etc.) is kept clearly in mind throughout the answer. | **9-10** |

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

**SECTION A: Africa, North and South of the Equator**

**1.** *(a)*      *What can you learn from Extract A about the problem of hunger in Africa?*

     **3**

     Target: Inference from a written source

     **L1:**      Simple statements showing some understanding eg More people died of starvation than wars and revolutions.      **(1-2)**

     **L2:**      L2: Developed statements showing a clear understanding of the message eg Starvation is a probably the most serious problem in Africa and responsible for most deaths. Yet it could be solved if money was used properly to deal with the problem.      **(3)**

*(b)*      *Does the evidence of Photograph B support the views given in Extract A about the problem of hunger? Explain your answer.*      **3**

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

     **L1:**      Simple statements with little or no cross referencing. Extract A says there is a lot of hunger in Africa. Photograph B shows a hungry child.      **(1-2)**

     **L2**      Developed statements with definite cross referencing between the sources eg Photograph B supports the views in Extract A as it shows an example of the hunger problem mentioned in Extract A and also is taken at a relief centre set up to deal with the problems explained in the extract.      **(3)**

*(c)*      *How useful is Extract A as evidence about the problem of hunger in Africa?*      **4**

     Target: Evaluation of utility of a written source.

     **L1:**      Simple statements about utility taking the source at face value eg It is useful because it was written by the 'Hunger Project'.      **(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 of values and limitations of the source. eg Useful because it stresses the serious nature of the hunger problem in Africa and shows how it could be solved. It is also useful because it was written by an organisation which specialises in such issues. It is less useful because it does not explain the reasons for hunger and may exaggerate the extent of the problem in order to gain support for its cause.      **(3-4)**

(d)     *Describe the efforts of relief agencies, such as the World Food Programme, to deal with the problems of mass hunger in Africa in the last quarter of the twentieth century. How successful have the relief agencies been in solving the problems of mass hunger?*     **10**

Target: Description and historical judgement.

**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 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 eg omits key events and/or the second part of the question.     **(4-6)**

**L3:**     Produces a developed answer which addresses the question with a good range of accurate information sufficient to support a balanced treatment of the topic. However one part of the answer, such as the second part, may not be fully addressed.     **(7-8)**

**L4:**     Produces a balanced answer, which fully 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 on the second part of the question.     **(9-10)**

**(Total 20 marks)**

**2.**     *(a)*     *Describe the racial composition of the territories which formed the Union of South Africa in 1910.*     **6**

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

*(b)*     *Explain the achievements of Jan Smuts and James Hertzog in the years 1924 to 1939.*     **6**

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum three marks for description. Maximum four marks for explanation of achievements of one leader.

*(c)*     *How, and why, did the outcome of the general election of 1948 lead to important changes in relations between racial groups in South Africa?*     **8**

Target: Causation and explanation. Use paragraph 8 of generic mark scheme. Maximum four marks for description. Maximum five marks for how or why. Most answers will focus on the introduction of apartheid.

**(Total 20 marks)**

**3.** *(a)* *Describe the growth of opposition in Algeria to French control of that country in the years 1945 to 1962.* **8**

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

*(b)* *What part was played by Ben Bella and the National Liberation Front in achieving independence for Algeria in 1962?* **6**

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum three marks for description.

*(c)* *How successfully has Algeria coped with the problems which have confronted it in the years since 1962? Explain your answer.* **6**

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum three marks for description. Best answers should identify problems and give balanced judgement.

**(Total 20 marks)**

**4.** *Describe the career and achievements of **either** Hastings Banda in Malawi **or** Jomo Kenyatta in Kenya and explain why he is important in the history of his country.* **20**

Target: Description and historical judgement of a key individual. Use paragraphs 3-5 and 8 of generic mark scheme. Maximum fourteen marks for description of career and achievements of chosen leader.

**(Total 20 marks)**

**5.** *(a)* *Explain why Idi Amin was able to come to power in Uganda in 1971.* **6**

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

*(b)* *Describe the key features of Idi Amin's rule in the years 1971 to 1979.* **8**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise and comprehensive coverage. Most candidates will concentrate principally on features of his dictatorship.

*(c)* *Explain the circumstances which led to the overthrow of Idi Amin in 1979.* **6**

Target: Explanation of circumstances. Use paragraph 8 of generic mark scheme. Maximum three marks for description.

**(Total 20 marks)**

**6.** *(a)* *Why did Southern Rhodesia declare unilateral independence in 1965?* **6**

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum three marks for description. Main emphasis will probably be on motives of Ian Smith.

*(b)* *Describe the policies introduced by the government of Ian Smith in Southern Rhodesia in the years 1965 to 1979.* **8**

Target: Description of key policies. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise and comprehensive coverage.

*(c)* *Why did Robert Mugabe come to power in an independent Zimbabwe in 1980?* **6**

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

**(Total 20 marks)**

**7.** *(a)* *Describe the circumstances in which **either** Ghana (Gold Coast) **or** Nigeria achieved its independence.* **8**

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

*(b)* *What problems faced the country you have chosen when it achieved independence?* **6**

Target: Explanation of problems. Use paragraph 8 of generic mark scheme. Maximum three marks for description.

*(c)* *How successfully were these problems overcome in the first twenty years of the country's independence? Explain your answer.* **6**

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum three marks for description.

**(Total 20 marks)**

**8.**      *Explain the importance of **four** of the following in bringing about an end to the system of apartheid in South Africa by 1991:*

> *International sanctions*
> *the African National Congress (ANC)*
> *President P W Botha*
> *Inkatha and Chief Buthalezi*
> *the United Democratic Front (UDF)*
> *President F W de Klerk*
> *Nelson Mandela.*

Target: Historical judgement. Maximum six marks for each factor chosen. Within six marks maximum three marks for description. Focus is on importance of each factor.

**(Total 20 marks)**

## SECTION B: Asia, including the Middle East

**9.**    *(a)*      *What can you learn from Extract A about relations between Jews and Arabs in Palestine in the 1930s?*     **3**

Target: Inference from a written source.

**L1:**    Simple statements showing some understanding eg The Arabs are in conflict with the Jews.     **(1)**

**L2:**    Developed statements showing a clear understanding of the message eg There is little or no hope of integration between Arabs and Jews due to the great differences in language, culture, religion and geographical origins.     **(2-3)**

   *(b)*      *Does the evidence of Photograph B support the views expressed in Extract A? Explain your answer.*     **3**

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

**L1:**    Simple statements with little or no cross referencing. Extract A says there are great differences between Jews and Arabs. Photograph B shows the declaration of the independence of Israel.     **(1)**

**L2:**    Developed statements with definite cross referencing between the sources eg Extract A stresses the conflict between Arabs and Jews with the great cultural and religious differences making integration impossible. It hints at the need for separate states. Photograph B partly supports this as the Jews are shown declaring an independent state of Israel. However, the photograph does not reveal anything about the position of the Arabs.     **(2-3)**

(c) *How useful is Extract A as evidence of the situation in Palestine in the 1930s?*  **4**

Target: evaluation of utility of written source.

**L1:** Simple statements about utility taking the source at face value eg It says that the Arabs and Jews are in conflict. 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 of value sand limitations of the source. eg It is useful because it highlights the differences between the Arabs and Jews and the impossibility of national integration. It is also useful because it is the evidence of a British government commission set up to investigate and report on the situation in Palestine. Its limitations are that it does not give any evidence from either the Jews or the Arabs. **(3-4)**

(d) *Describe the events of the years 1945 to 1948 which led to the creation of the independent state of Israel. Why was the new state invaded by its Arab neighbours in 1948?* **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 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 eg Omits key events and/or the second part of the question. **(4-6)**

**L3:** Produces a developed answer which addresses the question with a good range of accurate information sufficient to support a balanced treatment of the topic. However one part of the answer, such as the second part, may not be fully addressed. **(7-8)**

**L4:** Produces a balanced answer, which fully 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 on the second part of the question. **(9-10)**

**(Total 20 marks)**

**10.** *(a)* *Describe the key developments of the Nationalist Party (Guomindong) in China in the years 1911 to 1925.* **6**

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

*(b)* *Why was there conflict between the Nationalists (Guomindong) and the Communists in China in the 1920s and 1930s?* **8**

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

*(c)* *Explain why the Nationalist government lost support in China in the years 1945 to 1949.* **6**

Target: Causation. Paragraph 8 of generic mark scheme. Maximum three marks for description.

**(Total 20 marks)**

**11.** *(a)* *Explain how, and why, opposition to British rule of India developed in that country in the years 1918 to 1939.* **8**

Target: Causation and explanation of opposition. Use paragraph 8 of generic mark scheme. Maximum four marks for description. Maximum five marks for why or how.

*(b)* *Describe the events of the years 1939 to 1947 which led to the independence of India.* **8**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise details and comprehensive coverage of the period.

*(c)* *Why was India partitioned in 1947?* **4**

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum two marks for description. Focus should be on Muslim and Hindu differences.

**(Total 20 marks)**

**12.** *Explain the importance of **four** of the following in the war in the Pacific, in the years 1941 to 1945:*

> *The attack on Pearl Harbor, December 1941*
> *The surrender of Singapore, February 1942*
> *The Battle of the Coral Sea, May 1942*
> *The Battle of Midway Island, June 1942*
> *US island-hopping tactics, 1942 to 1945*
> *The Battle of Leyte Gulf, October 1944*
> *The use of atomic bombs, 1945.*

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum six marks for each factor. Within six marks maximum three for description. Focus of question is importance of each factor.

**(Total 20 marks)**

**13.** *(a)* *Why was Saddam Hussein able to achieve power in Iraq in 1968?* **6**

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

*(b)* *Describe Saddam Hussein's main achievements at home and abroad.* **6**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise details. Maximum four marks for achievements at home or for achievements abroad.

*(c)* *How, and why, did Saddam Hussein's rule cause conflict with neighbouring states and the United Nations in the 1980s and 1990s?* **8**

Target: Causation and explanation of key areas of conflict. Use paragraph 8 of generic mark scheme. Maximum four marks for description. Maximum five marks for why or for how.

**(Total 20 marks)**

**14.** *Describe the career and assess the achievements of **either** Lee Kuan Yew of Singapore **or** Achmad Sukarno of Indonesia.*

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

**(Total 20 marks)**

**15.** *(a)* *How successful was the Great Leap Forward introduce by Mao Tse-tung in China in the late 1950s?*  **8**

Historical judgement. Use paragraph 8 of generic mark scheme. Maximum four marks for description. Better answers should make balanced judgement and include short and long term effects.

*(b)* *Why did Mao Tse-tung introduce the 'Cultural Revolution' in the mid-1960s?*  **4**

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

*(c)* *Describe the key features of the Cultural Revolution of the 1960s.*  **8**

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

**(Total 20 marks)**

**16.** *(a)* *Describe the main stages in the Arab-Israeli wars of 1967 and 1973.*  **8**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Maximum five marks for each of the wars. Higher marks for more precise details.

*(b)* *Why was Israel able to defeat its enemies in these years?*  **6**

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum three marks for description. Answers should include Israeli strengths and Arab weaknesses.

*(c)* *How effective was the peace process in reducing conflict between Arabs and Israelis in the years 1974 to 1989?*  **6**

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum three marks for description.

**(Total 20 marks)**

**SECTION C: The USA and the Americas**

**17.** *(a)*         *What can you learn from Extract A about the Watergate Scandal?*   **3**

Target: Inference from a written source.

**L1:**     Simple statement showing some understanding eg Men working for Nixon planted listening devices.   **(1)**

**L2:**     Developed statements showing a clear understanding of the message eg The Democrat, McGovern, was accusing Nixon and the Republican Party of using 'dirty tricks' in an effort to discredit the Democrats and Nixon was refusing to set up an independent investigation of these allegations.   **(2-3)**

*(b)*         *What message is the cartoonist trying to put across in Cartoon B?*   **3**

Target: Interpretation of a cartoon.

**L1:**     Simple statements taking the cartoon at face value eg It shows a man watching the TV set which says for him not to adjust his television.   **(1)**

**L2:**     Developed statements showing a clear understanding of the message of the cartoon eg The cartoon is trying to stress the extreme nature of the Watergate revelations – so extreme that they were hardly believable.   **(2-3)**

*(c)*         *How useful is Extract A as evidence of the Watergate Scandal?*   **4**

**L1:**     Basic statements about the reliability of the source.
eg The source reliable because the poster was produced 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 of values and limitations of the source. eg Useful because it shows the methods being used by Nixon and the Republicans and the attempt at a cover up. Also because it was from a speech by the leading Democrat candidate for the presidency, George McGovern. McGovern, however, could be exaggerating the 'dirty tricks' in order to discredit Nixon. Also only evidence of early part of the scandal.   **(3-4)**

(d)　　　*Describe the key events of the Watergate Scandal. Why did Nixon resign as President in 1974?*　　　**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 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 eg Omits key events and/or the second part of the question.　　　**(4-6)**

**L3:**　Produces a developed answer which addresses the question with a good range of accurate information sufficient to support a balanced treatment of the topic. However one part of the answer, such as the second part, may not be fully addressed.　　　**(7-8)**

**L4:**　Produces a balanced answer, which fully 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 on the second part of the question.　　　**(9-10)**

**(Total 20 marks)**

**18.**　(a)　*Describe the main features of the 'roaring twenties' in the USA.*　　　**8**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise and comprehensive coverage. Should include social and economic aspects

(b)　*Why did the prosperity of the USA come to an end in 1929?*　　　**6**

Target: Causation. Use paragraph 8 of generic mark scheme. Better answers should include long term factors such as over production and excessive gambling on stock market as well as the Wall Street Crash. Maximum three marks for description.

(c)　*How successful was the government of President Hoover in dealing with the effects of the Depression on the USA in the years 1929 to 1932?*　　　**6**

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum three marks for description. Better answers should be balanced and look at some of more positive measures.

**(Total 20 marks)**

**19.** *(a)* *What was meant by the term 'The New Deal'?*                                          **4**

   Target: Explanation of a key term.

   **L1**   Simple statement indicating what an idea or policy was eg It was
            Roosevelt's policy to deal with the depression.                          **(1-2)**

   **L2**   Developed statements which attempt to place ideas or policies
            in context eg Name given to Roosevelt's range of policies to try
            to deal with the worst effects of the depression and target certain
            groups such as the unemployed and farming.                               **(3-4)**

*(b)* *Describe the main policies of President Roosevelt's New Deal.*                    **10**

   Target: Description. Use paragraphs 3-5 of generic mark scheme.
   Higher marks for more precise and comprehensive coverage of the
   range of measures including the different Alphabet Agencies,
   assistance to farming and banking and social welfare policies.

*(c)* *Why did Roosevelt face opposition to these policies from the Supreme
Court?*                                                                                  **6**

   Target: Causation. Use paragraph 8 of generic mark scheme. Maximum
   three marks for description. Focus should be on the unconstitutional
   nature of Roosevelt's measures.

**(Total 20 marks)**

**20.**   *Describe the career, and assess the achievements, of **either** Salvador
Allende of Chile **or** Manuel Odria of Peru.*                                          **20**

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

**(Total 20 marks)**

**21.** *(a)* *Explain why fear of communism grew so quickly in the USA in the years
1945 to 1951.*                                                                           **6**

   Target: Causation. Better answers should focus on more long term
   reasons including Cold War, Berlin Crisis and Soviet development of
   atomic weapons as well as more short term factors such as the Hiss
   and Rosenberg cases and McCarthy. Use paragraph 8 of generic mark
   scheme. Maximum three marks for description.

*(b)* *Describe Joseph McCarthy's campaign against 'unAmerican activities'
in the early 1950s.*                                                                     **8**

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

(c) *How, and why, did the campaign come to an end?* **6**

Target: Causation and explanation of key events. Use paragraph 8 of generic mark scheme. Maximum three marks for description. Maximum four marks for why or for how.

**(Total 20 marks)**

**22.** (a) *Explain why Juan Peron became President of Argentina in 1946.* **6**

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

(b) *Describe the policies that Peron introduced as President in the years 1946 to 1955.* **8**

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

(c) *Why was Peron's Presidency popular with so many working people in Argentina?* **6**

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

**(Total 20 marks)**

**23.** (a) *Explain why Fidel Castro was able to overthrow the rule of President Batista in 1959.* **6**

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum three marks for description. Better answers should explain unpopularity of Batista and appeal of Castro.

(b) *Why did relations between the USA and Cuba change in the years 1959 to 1961 after Fidel Castro came to power?* **6**

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum three marks for description. Answers should explain closer ties between Cuba and USSR and the Bay of Pigs invasion.

(c) *Describe the key events of the Cuban Missile Crisis of 1962.* **8**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Answers should focus on 1962 and not before. Higher marks for more precise details of crisis especially in October 1962.

**(Total 20 marks)**

**24.** *Explain the importance of **four** of the following in the US civil rights movement in the years 1950 to 1970:*

> *the Brown v Topeka case,1954*
> *the Montgomery Bus Boycott, 1955*
> *Little Rock, 1957*
> *the Washington Civil Rights Rally, 1963*
> *'Freedom Riders'*
> *the 1964 Civil Rights Act*
> *the Black Panthers.*

Target: Historical judgement. Maximum six marks for each factor chosen. Within six marks max three marks for description. Focus is on importance of each factor*.*

**(Total 20 marks)**

### SECTION D: European History

**25.** (a) *What can you learn from Extract A about the German invasion of France, May 1940?*    **3**

Target: Inference from a written source.

**L1:** Simple statement showing some understanding eg They went through the Ardennes quickly.    **1**

**L2:** Developed statements showing a clear understanding of the message eg That the invasion was very successful. It was achieved very quickly compared to the First World War and with little resistance.    **(2-3)**

(b) *Does the evidence of Photograph B support the views expressed in Extract A? Explain your answer.*    **3**

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

**L1:** Simple statements with little or no cross referencing. Extract A says they crossed the Maginot Line quickly. Photograph B shows tanks crossing the Ardennes.    **(1)**

**L2:** Developed statements with definite cross referencing between the sources eg Photograph B supports the views in Extract A as it shows the ease and speed with which the tanks crossed the Ardennes mentioned by Rommel in Extract A.    **(2-3)**

(c)     *In the light of its origins and content, how valuable would an historian find Photograph B as evidence of the German invasion of France, May 1940?*     **4**

Target: Evaluation of utility of a photograph.

**L1:**     Simple statements about utility taking the source at face value eg It is useful because it was taken at the time of the invasion.     **(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 of values and limitations of the source eg Useful because it shows the ease with which the German tanks advanced through the Ardennes and may well be a very good example of German propaganda. However it only shows one part of the German advance and does not have any evidence of French resistance.     **(3-4)**

(d)     *Describe the main stages of the Second World War in Europe, 1942-45. Why were Allies victorious in Europe by 1945?*     **10**

Target: Key features of the Second World War.

**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 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 eg Omits key events and/or the second part of the question.     **(4-6)**

**L3:**     Produces a developed answer which addresses the question with a good range of accurate information sufficient to support a balanced treatment of the topic. However one part of the answer, such as the second part, may not be fully addressed.     **(7-8)**

**L4:**     Produces a balanced answer, which fully 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 on the second part of the question.     **(9-10)**

**(Total 20 marks)**

**26.** (a) *Why were the Bolsheviks able to overthrow the Provisional Government in Russia in late 1917?* **8**

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum four marks for description. Best answers should explain weaknesses of the PG and the strengths of the Bolsheviks including the organisation and planning of Trotsky.

(b) *Describe the key events of the Russian Civil War from 1918 to 1921?* **6**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise details of key events especially campaigns of Kolchak, Deniken and Yudentich.

(c) *How successful was Lenin in his economic policies in Russia and the USSR in the years 1918 to 1924?* **6**

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum three marks for description. Maximum four marks for assessment of either War Communism or NEP.

**(Total 20 marks)**

**27.** (a) *What issues divided the Allied leaders at the Paris Peace Conference in 1919?* **6**

Target: Explanation of key issues. Use paragraph 8 of generic mark scheme. Issues should include idealism of Wilson, desire for revenge and security of Clemenceau and the pragmatism of Lloyd George.

(b) *Describe the main terms of the peace settlements of 1919 as they affected Germany.* **8**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise details and comprehensive coverage including military terms, territorial losses, reparations and war guilt.

(c) *Why was there so much opposition in Germany to the peace settlement?* **6**

Target: Causation. Use paragraph 8 of generic mark scheme. Max three marks for description. Focus should be on dictated nature of peace, war guilt, amount of reparations and the loss of the Polish Corridor.

**(Total 20 marks)**

**28.** *What were the aims of Hitler's domestic policy in the years 1933 to 1939? How far was he able to achieve them in these years?* **20**

Target: Explanation of aims and historical judgement. Use paragraph 8 of generic mark scheme. Maximum ten marks for description. Aims could include Nazi dictatorship, full employment, racial state, defined roles for women and children. Higher marks for candidates who link aims with policies and are able to make a balanced judgement as to the success of his policies.

**(Total 20 marks)**

**29.** (a) *Explain the growing popularity of Mussolini and Fascism in Italy in the years 1919 to 1922.* **6**

Target: Explanation of change. Use paragraph 8 of generic mark scheme. Maximum three marks for description. Best answers should include appeal of Mussolini and the problems of Italy at that time.

(b) *Describe the domestic policies of Mussolini's government in Italy in the years 1922 to 1939.* **8**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Answers should include Lateran Treaty, Corporate State and the Battles of Births, Lire and Wheat.

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

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Better answers should give a balanced assessment.

**(Total 20 marks)**

**30.** (a) What arrangements were made by the Allies in 1945 for the future of *Germany?* **6**

Target: Explanation of change. Use paragraph 8 of generic mark scheme.

(b) *Describe the main domestic policies of Konrad Adenauer in West Germany in the years 1949 to 1963.* **8**

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

(c) *How successful were the domestic policies of Willi Brandt in West Germany in the years 1969 to 1974?* **6**

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Higher marks for more balanced assessments.

**(Total 20 marks)**

**31.** (a) *Explain why the wartime allies, the USA and the USSR, had become rivals by the end of 1945?* **6**

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

(b) *Describe the key developments in the Cold War in Europe in the years 1945 to 1960.* **10**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise details and comprehensive coverage. Candidates should include some of the following: Truman Doctrine, Marshall Plan, Berlin blockade, NATOR, Warsaw Pact, Hungarian uprising.

(c)

*Why did the USSR decide to build a wall separating East and West Berlin in 1961?* **4**

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum three marks for description. Reasons could include loss of skilled workers to West, block off final part of 'iron curtain' and Khrushchev's to exploit youthful Kennedy.

**(Total 20 marks)**

**32.** (a) *What problems faced Mikhail Gorbachev when he became leader of the USSR in 1985?* **6**

Target: Explanation of problems. Use paragraph 8 of generic mark scheme. Maximum three for description. Should include economic stagnation and vast over spending.

(b) *Describe the policies of 'Perestroika' and 'Glasnost' which Gorbachev introduced to try to resolve these problems.* **8**

Target: Description. Use paragraphs 3-5 generic mark scheme. Maximum five marks for each of two policies.

(c) *How successful were these policies in the years 1985 to 1991?* **6**

Target: Historical judgement. Use paragraph 8 of generic mark scheme.

**(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 Section A and generally scored better.

Most candidates answered at least one of the documentary questions and although there is evidence of a slight improvement, many are still not comfortable with evidence skills. Sub-question (a) will always be concerned with comprehension of and, perhaps, also some inference, from a source. Candidates are being asked to say what they can tell from a source. Developed statements will be awarded with the maximum three marks. Question (b) may well ask candidates to cross-reference the two sources, again for a maximum of 3 marks such as 1 (c). They must show evidence of direct comparison between the two sources and explain similarities and/or differences.

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 17 candidates were asked to evaluate the value of Extract A. It is of value because of what it shows – in other words the 'dirty tricks' of Nixon, but also because of who made the speech, the Democratic presidential candidate. Therefore it is a good example of what the Democrats thought Nixon was up to. At the same time however, this limits its usefulness as the candidate possibly exaggerated the activities of CREEP.

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 ten marks. The focus is often description and evaluation (question 9). In the latter case, candidates should attempt to give more or less equal weight to the two parts of the question.

**Section A**

This section was not popular. Questions were generally answered by weaker candidates. Candidates scored on parts (a) and (b) but were weak on utility, part (c), and lacked depth of knowledge for (d), leading to brief and superficial responses. Question 2 was quite popular for this section with answers to part (c) raising the overall average marks for the question.

Few answers to questions 3, 5 and 6 and none of any quality. For question 4 most chose Kenyatta and some reasonable surveys of his early career but sketchy on post independence achievements. Some quite good attempts at question 7 on both the Gold Coast and Nigeria, especially part (a). Question 8 was the highest scoring for this section with most earning credit from 'international sanctions', Botha, de Klerk and Mandela.

## Section B

This section was not popular. There were no answers to question 14. Only questions 10 and 15 attracted a significant number of candidates.

Question 9 was less popular than might have been anticipated. Candidates found the evidence of Photograph B more than usually difficult to handle, while the nature of part (c) was not understood by most. Question 10 was the most popular and best answered in this section. All three parts earned credit although there was occasionally irrelevant material in part (a) on Sun Yat Sen's early life.

Surprisingly few chose question 11, and there was a lack of focus especially in part (a). Events of 1939 to 1947 were not well known for part (b). Some good answers to question 12, especially on Pearl Harbor, Midway and the use of atomic bombs. Only a handful of candidates answered question 13. Question 15 was reasonably popular and quite high scoring. Some candidates revealed a wide factual knowledge and good historical understanding in all sections. Again surprisingly few answers to question 16 with the weakest answers to part (c).

## Section C

A very popular section with, as usual, questions 18 and 19 attracting many takers and well answered. There were no responses to question 20 and a few responses to question 22.

Question 17, the starred question, performed well. Candidates who had made themselves familiar with the topic of Watergate often produced detailed responses. Even part (c) occasionally got beyond a rehash of factual content and commented relevantly on the provenance of the source.

Question 18 was very popular and generally well answered. Part (a) was very well done, with just occasionally a lack of overall balance with candidates dealing exclusively with either economic or social factors. The New Deal, question 19, was popular as always, although marks were not quite as high as candidates often failed to focus on the Supreme Court in answering part (c).

Generally weak answers to question 21 from candidates who had little or no knowledge of the topic and gave generalised repetitive statements about McCarthy. Only one reasonable answer to question 22.

On the other hand some good answers to question 23. Those who failed to score highly tended to lack relevant knowledge for part (a) and allowed the missile crisis to dominate part (b) as well as part (c). Not as many takers as expected for question 24 but generally good answers with the most popular and best answered on the 'Montgomery Bus Boycott' and 'Little Rock' scoring well but the Black Panthers not so well known.

## Section D

Another very popular section especially questions 25, 26, 27, 28 and 31.

Question 25 was quite popular but not high scoring. Weak responses to part (c) whilst some candidates wasted time and effort on pre-1942 events for part (d). Lenin and the Bolsheviks, question 26, was popular and very well answered particularly part (c) on Lenin's economic policies. Strong candidates often achieved maximum credit for part (a) but lost marks in part (b) due to lack of focus. Instead of describing the key events of the Civil War they gave reasons for the Bolshevik success.

Candidates scored well on all parts of question 27, on the Treaty of Versailles, especially the more taxing section, part (a), on the conflicting aims of the Allied leaders. Hitler was popular (question 28) with some candidates showing extensive knowledge of his aims and achievements. However others lost marks when they concentrated on his foreign rather than domestic aims and policies.

Often disappointing quality to the answers to question 29. Sharply focused responses were rare. Mussolini's popularity was not always prominent in parts (a) and (b) often lacked balance with key aspects.

Only one very weak answer to question 30. Question 31 was far more popular with strong marks especially to part (b) although some strayed to Korea and Vietnam. Gorbachev, question 32, was not popular although those who answered it generally scored well.

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 for 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.


## HISTORY 7263, GRADE BOUNDARIES

| Grade | A | B | C | D | E |
|---|---|---|---|---|---|
| Lowest mark for award of grade | 64 | 51 | 39 | 34 | 27 |

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