edexcel

INTERNATIONAL

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

January 2005

delivered locally, recognised globally

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel International centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our International Customer Relations Unit:

Tel   +44 (0) 190 884 7750
Fax   +44 (0) 207 190 5700

www.edexcel-international.org

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**	
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 (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 situation in Kenya in the 1950s?** 3

Target: Inference from a written source.

Level 1
Simple statements showing some understanding eg The Mau Mau began a terror campaign against the British. (1-2)

Level 2
Developed statements showing a clear understanding of the message eg The source suggests the obstinacy of the white settlers led to a violent campaign which was led by the Mau Mau tribe. The situation became so serious that the British government declared a state of emergency. (3)

   (b) **Does the evidence of Photograph B support the views expressed in Extract A about the situation in Kenya in the 1950s? Explain your answer.** 3

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

Level 1
Simple statements with little or no cross-referencing eg Extract A says there was a terror campaign in Kenya led by the Mau Mau. Photograph B shows Mau Mau suspects. (1-2)

Level 2
Developed statements with definite cross-referencing eg Extract A stresses the seriousness of the situation and the activities of the Mau Mau culminating in a state of emergency. Photograph B supports this by showing Mau Mau suspects arrested during this state of emergency. (3)

   (c) **How reliable is Photograph B as evidence of the British army's treatment of Mau Mau suspects?** 4

Target: Evaluation of reliability of a photograph.

Level 1
Simple statements about reliability taking the source at face value eg It is reliable because it is a photograph taken at the time. (1-2)

Level 2

Developed statements which go beyond face-value and discuss the reliability of the contents of the source. For maximum marks there should also be some discussion of the nature, origins, purpose of the source eg Photograph B is reliable because it provides evidence of the detention of a significant number of Mau Mau suspects. This was certainly a key feature of the British policy as a result of the state of emergency. However it may not be reliable as it is an official British photograph possibly to show the lack of violence against the Mau and/or the apparent success of the state of emergency.   **(3-4)**

(d)   **Describe the career and achievements of Jomo Kenyatta as leader of the movement for independence in Kenya.**   **10**

Target: Description.

Level 1

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)**

Level 2

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 or the second part.   **(4-6)**

Level 3

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 aspect of topic, such as the second part, may not be fully addressed.   **(7-8)**

Level 4

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 also be a greater focus on the second part of the question if applicable.   **(9-10)**

2.   **Choose four of the following and explain their importance in the history of South Africa in the first half of the twentieth century:**

> *The Land Act, 1913*
> *The African National Congress, 1923 to 1939*
> *The government of James Hertzog, 1924 to 1939*
> *Segregation Laws, 1910 to 1939*
> *The Second World War, 1939 to 1945*
> *The 1948 Election.*   **20**

Target: Historical judgement. Maximum 6 marks for each factor chosen. Focus must be on importance for higher marks. Within 6 marks maximum 3 marks for description.

3. (a) **What were the consequences of the First World War (1914 to 1918) for the government in Egypt?**   4

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

   (b) **Describe how North Africa became a theatre of war in the early 1940s.**   6

   Target: Description. Higher marks for candidates who describe involvement of Britain and both Axis powers, Italy and Germany.

   (c) **Explain how, and why, the monarchy was overthrown in Egypt in 1952-53.**   10

   Target: Description and causation. Use paragraphs 3-5 and 8 of generic mark scheme. Maximum 5 marks for description. Reserve higher marks for those candidates who strike a balance between the how and why.

4. (a) **Why did the outcome of the First World War bring such important changes to the territories of Africa over which Germany had ruled before 1914?**   5

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

   (b) **Choose one territory which had been ruled by Germany in the years before 1914. Describe how it developed in the years to 1945.**   5

   Target: Description. Use paragraphs 3-5 of generic mark scheme. Reserve higher marks for more precise description.

   (c) **Explain how the territory you have chosen in part (b) achieved its independence in the years after 1945.**   10

   Target: Explanation of change. Use paragraph 8 of generic mark scheme. Maximum 5 marks for description.

5. (a) **Explain why the Gold Coast (Ghana) had achieved independence by 1957.**   6

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

   (b) **Describe the policies pursued by Kwame Nkrumah as ruler of Ghana from 1957 to 1966.**   8

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

(c) Why was Nkrumah overthrown in 1966? 6

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

6. Describe the career and achievements of either Robert Mugabe or Joseph Mobutu of Zaire, explaining why he was so important in the history of his country. 20

Target: Description and historical judgement. Maximum 12 marks for description.

7. (a) Explain why the United Nations Organisation became involved in the affairs of Somalia in the 1960s. 8

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

(b) Describe the actions of the UNO in Somalia during the 1960s. 6

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

(c) How successful was UNO involvement in Somalia? 6

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

8. (a) Why did the domestic policies of President P W Botha fail to end opposition to apartheid in South Africa in the years 1978 to 1989? 6

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

(b) Describe the circumstances which led to the abolition of apartheid in 1993. 8

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

(c) How successful was Nelson Mandela in his years as President, 1993 to 1999, in reconciling the different races in South Africa? 6

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Reserve higher marks for balanced judgements.

SECTION B: Asia, including the Middle East

9. (a)   What can you learn from Extract A about the Cultural Revolution?   3

Target: Inference from a written source.

Level 1
Simple statements showing some understanding eg It was exciting
and a wonderful experience.   (1-2)

Level 2
Developed statements showing a clear understanding of the message
eg The source suggests it brought quick and unexpected changes
and, for some people, was a wonderful experience. It also involved
an element of violence as some people were attacked.   (3)

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

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

Level 1
Simple statements with little or no cross-referencing eg Extract A
says it was very exciting and a great experience. Source B shows
Red Guards reading the Thoughts of Chairman Mao.   (1-2)

Level 2
Developed statements with definite cross-referencing eg Extract A
stresses the work of the Red Guards which is supported by
Photograph B showing Red Guards reading the thoughts of Chairman
Mao. Source B, however, does not show the enthusiasm mentioned
in Source A.   (3)

(c)   **How reliable is Extract A as evidence about the Cultural
Revolution?**   4

Target: Evaluation of reliability of a written source.

Level 1
Simple statements about reliability taking the source at face value
eg It is reliable because it was written by an eyewitness.   (1-2)

Level 2
Developed statements which go beyond face-value and discuss the
reliability of the contents of the source. For maximum marks there
should also be some discussion of the nature, origins, purpose of the
source eg Extract A is reliable because it is from someone who
experienced the Cultural Revolution and his description of the
constant change, attacks and changes matches the key features of
this event. Some people were inspired by the Revolution. However,
it is less reliable. The official was a supporter of the event and is
perhaps exaggerating its effects whilst his account is several years
later.   (3-4)

(d) Describe the main features of Mao Zedong's Cultural Revolution. How successful was it, in the 1960s, in achieving its aims?

10

Target: Description.

Level 1
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)

Level 2
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 or the second part.

(4-6)

Level 3
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 aspect of topic, such as the second part, may not be fully addressed.

(7-8)

Level 4
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 also be a greater focus on the second part of the question if applicable.

(9-10)

10. (a) Why was India partitioned when it achieved independence in 1947?

6

Target: Causation. Use paragraph 8 of generic mark scheme. Key factor Muslim/Hindu differences. Maximum 3 marks for description.

(b) Describe relations between India and Pakistan in the years 1948 to 1966.

8

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

(c) Explain why Pakistan was partitioned in 1971.

6

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

11. (a) Describe the foundation of the Chinese Communist Party (CCP) and its achievements up to 1927.

6

Target: Description. Use paragraphs 3-5 of generic mark scheme. 3 marks for each part.

(b) **Why did the CCP and the Kuomintang (Nationalist) Party become rivals in the years 1927 to 1934?** 6

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

(c) **Explain why the Long March of 1934 to 1935 was so important for the CCP.** 8

Target: Historical judgement. Use paragraph 8 of generic mark scheme. There may well be much description for maximum 4 marks. Focus is important, immediate and long term.

12. (a) **Explain why the foreign and commercial policies of Japan in the years 1931 to 1941 led to conflict with the USA.** 6

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Main emphasis will probably be on Japanese expansion on the mainland.

(b) **Describe the Japanese attack on Pearl Harbor in December 1941.** 6

Target: Description. Use paragraphs 3-5 of generic mark scheme. Should be mention of surprise element.

(c) **Why was Japan unable to win the struggle with the USA in the years 1941 to 1945?** 8

Target: Causation. Use paragraphs 3-5 of generic mark scheme. Maximum 4 marks for description. Best answers should explain US strengths and Japanese weaknesses.

13. **Choose four of the following and explain their importance in the conflict in Vietnam in the 1960s and early 1970s.**

The Gulf of Tonkin incident, 1964
Operation Rolling Thunder, 1965
The Ho Chi Minh Trail
Vietcong guerrilla tactics,
The Tet Offensive, 1968
US policy of Vietnamisation 20

Target: Historical judgement. Use paragraphs 3-5 of generic mark scheme. Maximum 6 marks for each factor. Maximum 3 marks for description of each.

14. (a) **Why did a revolution take place in Iran in 1979?** 6

Target: Causation. Use paragraphs 3-5 of generic mark scheme. Maximum 3 marks for description.

(b) Describe how Iran developed under the rule of the Ayatollah Khomeini in the years 1979 to 1989. **8**

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

(c) How has the government and society of Iran changed in the years since the death of Ayatollah Khomeini? **6**

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

15. Describe the career and achievements of either Gamal Abdel Nasser of Egypt or Saddam Hussein of Iraq, explaining why he was so important in the history of his country. **20**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Maximum mark 12, and historical judgement, use paragraph 8.

16. (a) Describe the events which led to the creation of an independent Indonesia in 1949. **6**

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

(b) What problems faced Indonesia when it achieved independence? **6**

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

(c) How successful was the government of President Sukarno in tackling these problems in the years 1949 to 1966? **8**

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum 4 marks for description. Higher marks for balanced assessments, successes and failures.

SECTION C: The USA and the Americas

17. (a) What can you learn from Source A about the effects of the New Deal? **3**

Target: Inference from a written source.

Level 1
Simple statements showing some understanding eg It was a frightful waste and achieved nothing. **(1-2)**

Level 2
Developed statements showing a clear understanding of the message eg The source suggests it was a failure, creating more unpopular officials and undermining the self-reliance and self-esteem of many citizens. **(3)**

(b) Does the evidence of Poster B support the views expressed in Extract A about the effects of the New Deal? Explain your answer.

3

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

Level 1
Simple statements with little or no cross-referencing eg Extract A says it was a failure and waste of time. Source B shows men working for the WPA.

(1-2)

Level 2
Developed statements with definite cross-referencing eg Extract A stresses the failures of the New Deal whilst Photo B shows one of its apparent successes, the WPA. Source A says it was a waste of money and yet in Poster B there are men employed on apparently useful tasks.

(3)

(c) How reliable is Extract A as evidence about the effects of the New Deal?

4

Target: Evaluation of reliability of a written source.

Level 1
Simple statements about reliability taking the source at face value eg It is reliable because it was written by an eyewitness.

(1-2)

Level 2
Developed statements which go beyond face-value and discuss the reliability of the contents of the source. For maximum marks there should also be some discussion of the nature, origins, purpose of the source eg Extract A is reliable because it is from someone who experienced the New Deal and reflects the views of many opponents of the New Deal, especially the dependence on the government. However, it is from a newspaper article by a Republican trying to turn people against the New Deal. The writer is one sided and may well exaggerate the adverse effects of Roosevelt's policies.

(3-4)

(d) Describe the policies by which President F D Roosevelt offered a 'New Deal' to the American People.

10

Target: Description.

Level 1
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)

Level 2
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 or the second part.

(4-6)

Level 3
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 aspect of topic, such as the second part, may not be fully addressed. **(7-8)**

Level 4
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 also be a greater focus on the second part of the question if applicable. **(9-10)**

18. (a) **Describe the policies of Warren G Harding and Calvin Coolidge as Presidents of the United States in the years 1921 to 1929.** 6

    Target: Description. Use paragraphs 3-5 of generic mark scheme. Maximum 4 marks for each president.

    (b) **Why have the 1920s often been called the 'Roaring Twenties'?** 6

    Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Better answers will include a mix of economic and social.

    (c) **Explain why the Wall Street Crash of 1929 occurred.** 8

    Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 4 marks for description. Better answers will include long term factors such as over-production and poor wages.

19. (a) **Why was Fulgencio Batista overthrown as President of Cuba in 1959?** 6

    Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Better answers should include weaknesses of Batista and strengths of Castro.

    (b) **Describe the methods and policies of Fidel Castro as ruler of Cuba.** 8

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

    (c) **Why has Castro survived as ruler of Cuba for so many years?** 6

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

20. (a) **Describe the main developments in the Cold War during the presidency of Dwight D Eisenhower, in the years 1953 to 1961.**   6

Target: Description. Use paragraphs 3-5 of generic mark scheme. Descriptions should include end of Korean War, Khrushchev and the thaw, U2 incident.

(b) **Why did the United States and the Soviet Union come into conflict over Cuba in 1962?**   8

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 4 marks for description. Better answers should focus on longer term as well as short-term factors.

(c) **What consequences did the crisis have for relations between the USA and the Soviet Union in the 1960s?**   6

Target: Consequence. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Better answers should explain subsequent thaw in relations, hot line and arms limitation talks.

21. **Choose four of the following and explain their importance in the growth of protest movements in the USA in the late 1960s and early 1970s:**

> *Urban Ghettos*
> *The 'hippy' movement*
> *Student protest*
> *Bob Dylan*
> *Betty Friedan*
> *The assassination of President John F Kennedy, 1963*   20

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum 6 marks for each factor. Maximum 3 marks for description of each factor.

22. **Describe the career and achievements of either Manuel Noriego of Panama or Getulio Vargas of Brazil, explaining why he was so important in the history of his country.**   20

Target: Description. Use paragraphs 3-5 of generic mark scheme and maximum 12 marks, and historical judgements, paragraph 8.

23. (a) **Why was Salvador Allende elected president of Chile in 1970?**   6

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

(b) **Describe the problems Allende faced in 1970 and the policies he introduced in trying to solve them during the three years of his presidency.**   8

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

(c)   Explain the circumstances leading to Allende's overthrow in 1973.   **6**

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

24. (a)   Explain why W J Clinton was able to win the US presidential election of 1992.   **6**

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

(b)   What major difficulties did Clinton's presidency encounter within the USA in the years 1993 to 1999?   **8**

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

(c)   How successful was Clinton in dealing with these difficulties?   **6**

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Reserve higher marks for more balanced assessments.

SECTION D: Europe, including Britain and Russia

25. (a)   What can you learn from Source A aims of the Marshall Plan?   **3**

Target: Inference from a written source.

Level 1
Simple statements showing some understanding eg It was to help against poverty and hunger.   **(1-2)**

Level 2
Developed statements showing a clear understanding of the message eg The source suggests that the US were providing aid in order to help them to recover, economically, and safeguard their democratic institutions, possibly against the emergence of communism.   **(3)**

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

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

Level 1
Simple statements with little or no cross-referencing eg Extract A says it was to prevent poverty and hunger. Source B shows men working on destroyed buildings.   **(1-2)**

Level 2
Developed statements with definite cross referencing eg Extract A stresses the main aim to help countries recover from the war which is supported by Photo B which shows men rebuilding properties damaged by the war. Extract A mentions aid in the form of equipment which is shown in Photo B. Extract A goes beyond the evidence of Source B and explains the overall aim to help countries return to free institutions. **(3)**

(c) **How reliable is Extract A as evidence about the effects of the New Deal?** **4**

Target: Evaluation of reliability of a written source.

Level 1
Simple statements about reliability taking the source at face value eg It is reliable because it was a speech made at the time. **(1-2)**

Level 2
Developed statements which go beyond face-value and discuss the reliability of the contents of the source. For maximum marks there should also be some discussion of the nature, origins, purpose of the source eg Extract A is reliable because it is from a speech by the founder of Marshall Aid. It was intended to provide materials to aid the recovery of European nations. However, Marshall is less reliable in that he is trying to win support for his scheme throughout Europe, including the east. He makes no mention of the ulterior motive – to prevent the spread of communism. **(3-4)**

(d) **Why did the wartime allies, the USA and the USSR, become rivals by the end of 1945? Describe the key events of the Cold War in Europe in the years 1945 to 1949.** **10**

Target: Causation and description.

Level 1
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)**

Level 2
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 or the second part. **(4-6)**

Level 3
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 aspect of topic, such as the second part, may not be fully addressed. **(7-8)**

Level 4
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 also be a greater focus on the second part of the question if applicable. **(9-10)**

26. **Choose four of the following and explain their importance in Mussolini's government of Italy in the years 1922 to 1939:**

> *The Lateran Treaties, 1929*
> *The Battle of Births*
> *The Corporate State*
> *The Battles of Wheat and Lire*
> *Education*
> *Public works programmes*   **20**

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum 3 marks for each factor for description. Maximum overall mark of 6 for each factor.

27. (a) **Describe the difficulties faced by the Weimar Republic in the years 1919 to 1924.**   **6**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Key factors should include Treaty of Versailles, attacks from Left and Right, the new constitution and hyper-inflation.

(b) **What contribution was made by Gustav Stresemann to the recovery of the Weimar Republic at home and abroad in the years 1925 to 1929?**   **6**

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Reserve higher marks for balanced assessment.

(c) **Explain why the Weimar Republic found it difficult to retain the confidence of the German people in the years 1929 to 1932.**   **8**

Target: Causation. Paragraph 8 of generic mark scheme. Maximum 4 marks for description. Best answers should include inherent weaknesses, impact of Depression and the activities and appeal of Nazis.

28. **Describe the career and achievements of Josef Stalin in the years to 1928. How successful were his attempts to improve the industry and agriculture of the Soviet Union in the years 1928 to 1941?**   **20**

Target: Description. Use paragraphs 3-5, and historical judgement, paragraph 8. Maximum 12 marks for description.

29. **(a)** What was meant by the term 'appeasement' as applied to the policies of Britain and France in the 1930s? **4**

Target: Explanation of a key term.

Level 1
Simplistic, generalised description eg It was their policy to deal with Hitler and Mussolini. **(1-2)**

Level 2
Developed statements with precise definition. It was an attempt to prevent the possibility of war by agreeing to the apparently legitimate demands of the dictators, more especially Hitler's attempts to over turn the key terms of the Treaty of Versailles.

(3-4)

(b) Describe the attempts of Britain and France to appease Hitler and Mussolini in the years 1933 to 1939. **10**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Maximum mark 6 for only one of the dictators.

(c) Why did Britain and France abandon the policy of appeasement in March 1938? **6**

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Focus on German occupation of Prague and threats to Poland.

30. **(a)** Why did Khrushchev, in the mid 1950s, criticise the policies which had been followed by Stalin? **6**

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Should include his desire to distance himself from Stalin's purges, power struggle and move towards new economic policies.

(b) Describe the policies introduced by Khrushchev to improve the industry and agriculture of the Soviet Union. **8**

Target: Description. Use paragraphs 3-5 of generic mark scheme. There will probably be a greater emphasis on agriculture. Maximum 5 marks for each aspect.

(c) How successful were these policies in improving industry and agriculture in the years 1956 to 1964? **6**

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Maximum 3 for description. Again needs to be balance. Maximum 4 marks for assessment of one aspect.

31. (a) **Describe the career of Charles de Gaulle before he became President of France in 1958.** 6

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

   (b) **Why did de Gaulle become President of France in 1958?** 6

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

   (c) **How successful were his policies in France in the years 1958 to 1969?** 8

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

32. (a) **Why did Margaret Thatcher win the British General Election of 1979?** 6

   Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Award better marks for balanced answers which explain weaknesses of Labour and appeal of Conservatives.

   (b) **Describe the main domestic policies she introduced as prime minister in the years 1979 to 1990.** 8

   Target: Description. Use paragraph 8 of generic mark scheme. Award higher marks for precise and comprehensive coverage.

   (c) **Explain why Thatcher resigned as prime minister in 1990.** 6

   Target: Causation. Use paragraph 8. Maximum 3 marks for description. Focus will probably be on the poll tax but better answers should focus on unpopularity of other measures.

HISTORY 7263, CHIEF EXAMINER'S REPORT

General Comments

The paper worked well with most candidates answering questions in Sections B, C and D. Section C seemed to be more popular than Section D. No noticeable change in the general standard of essays or source questions although a number of candidates failed to complete all five questions, with some doing as few as three.

SECTION A
Generally answered by weaker candidates who often lacked depth and breadth of knowledge.

Question 1
Generally sound inferences from the handful of candidates for part (a) and some sound cross referencing for part (b). Utility in part (c) was not well answered although there were some reasonable descriptions of Kenyatta's career, at least until independence. Details sketchy after that.

Question 2
A handful of answers with candidates only scoring on the 1948 Election.

Question 3 and 4
No responses.

Question 5
A few very weak answers, apart from one candidate who achieved a pass mark.

Question 6
Only a handful of weak answers.

Question 7
One candidate only who gave very simple, generalised comments.

Question 8
Surprisingly few takers. Little in-depth knowledge of the 1980s and 1990s, although a few reasonable answers on Mandela for part (c).

SECTION B
Quite a popular section, especially questions 9, 10, 11, 12 and 13 with many candidates gaining higher than half marks.

Question 9
Answered by a number of candidates who generally scored well and achieved a pass mark or higher. Inference and cross referencing quite well answered with some very long responses to part (d). There was a tendency to award too little attention to the final part of the question concerning the degree of success that Mao attained.

Question 10
Again a popular question with candidates displaying extensive knowledge of the material. However, for part (a) answers were often poorly focused with a great deal of irrelevant material included. Some strong answers to part (b) although generally restricted to Kashmir dispute. Often maximum marks for part (c).

Question 11
Again very popular and well answered, especially parts (b) and (c) although candidates did not always focus on the importance of the Long March. (a) less well answered.

Question 12
Popular choice. The first part was well answered by some candidates but the final section was weak with candidates lacking in-depth knowledge of the reasons for the Japanese defeat.

Question 13
Another popular and very well answered question. Only the final section on Vietnamisation failed to score well. Many thought it meant the unification of Vietnam. Some very thorough answers on Operation Rolling Thunder, Tet and guerrilla tactics.

Question 14
No answers.

Question 15
Only a few weak answers.

Question 16
One very strong answer to all three parts.

SECTION C
A popular section dominated by questions 17, 18 and 20 which were, in general, well answered.

Question 17
The most popular question on the paper. It scored well, with many candidates gaining maximum marks on part (d). Inferences and cross referencing quite well answered in parts (a) and (b) whilst reliability of part (c) was better answered than usual with candidates making much of its Republican origins.

Question 18
Again well answered, especially parts (b) and (c), although knowledge was often superficial for part (a). In the final section answers sometimes did not focus on the causes of the Crash and strayed into results.

Question 19
Not many responses and not well answered.

Question 20
Quite popular but not well answered. The majority of the credit gained came from part (b), which was reasonably well known. Few knew part (a) and often wrote material concerning 1945-1949. The final section stimulated few ideas.

Question 21
Not many answers and few strong responses. The first three were the most popular but only a handful of candidates focused on their importance for the growth of protest. Almost all, for example, wrote about urban ghettos, without relating them to protest in most cases.

Question 22 and 23
No answers.

Question 24
A handful of answers which showed very limited knowledge of the subject.

SECTION D
Moderately popular Section, with questions 25 and 27 producing the most responses.

Question 25
Answered by quite a number of candidates. Parts (a) and (b) scored well while part (c) did rather better than might have been expected, with most remarking on General Marshall as the author and commenting on the ulterior motives behind the plan. Not as strong as expected on key events for part (d).

Question 26
Not as popular as expected but some very strong answers especially on the Lateran Treaties, the Battle of the Births and the Battles of Wheat and Lire. Education least known.

Question 27
Popular and well answered by many candidates. Part (a) tended to be answered at some length although there was not always a sharp focus on difficulties. Part (b) on Stresemann was better answered than anticipated although his foreign achievements were less well known. Part (c) was the weakest section with the emphasis on narrative rather than explanation.

Question 28
Less popular than expected but still produceing some strong responses, especially on agricultural changes of the 1930s.

Question 29
Some maximum marks for part (a) which was well known. In part (b) Mussolini was often omitted while material on Hitler was often limited to the events of 1938. The final section was not well answered. Far too many responses ignored the March 1939 aspect and gave extended narratives concerning Poland in August and September.

Question 30
Only a handful of answers of any quality.

Question 31 and 32
No answers.

HISTORY 7263, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	56	46	36	31	26

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

edexcel

INTERNATIONAL