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

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HISTORY 7263, MARK SCHEME

Section A: Africa, North and South of the Equator

1. (a) **What can you learn from Extract A about opposition to independence for Algeria?**   3

    Target: Inference from a written source

    Level 1
    Simple statements showing some understanding, eg The French Colons were against independence and set up the OAS.   (1-2)

    Level 2

    Developed statements showing a clear understanding of the message, eg The source suggests that, despite regarding themselves as French, the Colons were strongly opposed to independence because of their prosperous lifestyle in Algeria and were determined to resist it.   (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.

    Level 1
    Simple statements with little or no cross referencing, eg Extract A says that the French Colons were against independence. In Photograph B we can see angry French Colons.   (1-2)

    Level 2
    Developed statements with definite cross referencing, eg Extract A suggests that the French Colons were strongly opposed to independence and were prepared to fight against it. Photograph B strongly supports this by showing angry Colons having to be restrained by French soldiers.   (3)

    (c) **How useful is Photograph B as evidence of opposition to independence for Algeria?**   4

    Target: Evaluation of utility of a photograph.

    Level 1
    Simple statements about utility taking the source at face value, eg It is useful because it shows angry Colons being controlled by the French army.   (1-2)

Level 2
Developed statements which go beyond face-value, eg It is useful
because it clearly reveals the extreme opposition of the Colons to
the idea of independence for Algeria. It could be a useful
example of the propaganda put out by the Colons to highlight
their attitude. However, it is less useful because it only reveals
one incident of opposition which may not be typical of all Colons
in Algeria. The photographer may have wanted to emphasise the
opposition through this particular incident.   **(3-4)**

(d) **Describe the growth of opposition to French rule in Algeria
after 1945. Why did Algeria become independent in 1962?**   **10**

Target: Description and explanation of causation.

Level 1
Simple or generalised statements with some information relevant
to the question. There may be some inaccuracies and/or
irrelevance.   **(1-3)**

Level 2
Developed statements but only addresses one part of the
question, eg Omits key events and/or second part of question.
Some inaccuracies and/or irrelevance.   **(4-6)**

Level 3
Developed explanation/exposition which uses a range of accurate
information sufficient to support a balanced treatment of the
topic. However one aspect of the topic, eg The second part, may
not be fully addressed.   **(7-8)**

Level 4
A sustained argument/exposition 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 chronology. There may well be a great focus
on the second part of the question if applicable.   **(9-10)**

(Total 20 marks)

2.   (a) **Explain what was meant by the phrase 'mandated territories'.**   **4**

Target: Explanation of a key term.

Level 1
Simplistic, generalised description, eg It meant territories went
to other countries.   **(1-2)**

Level 2
Developed statements with precise definition, eg These were
former German colonies which Germany was forced to give up in
the Treaty of Versailles. These territories were handed over to
the League of Nations. The League, in turn, gave these territories
to the victorious powers to administer on behalf of the League.   **(3-4)**

(b) Describe the arrangements which were made for the
government of one mandated territory after the end of the
First World War (1914 to 1918). 8

Target: Description. Use paragraphs 3-5 of generic mark scheme.
Maximum 5 marks for one territory. Higher marks reserved for
more precise descriptions.

(c) How successfully do you think the mandate system worked in
Africa in the years between the world wars (1919-1939)? 8

Target: historical judgement. Use paragraph 8 of generic mark
scheme. Maximum 4 marks for description. Higher marks for more
balanced judgements which explain successes and failures.

3. Describe the career, and assess the achievements of two of
the following leaders in North Africa:
- Habib Bourgiba of Tunisia
- Haile Selassie of Ethiopia (Abyssinia)
- Ibrahim Abdoud of Sudan
- King Idris I of Libya
- Mohammed-ben-Yousuf (Mohammed V) of Morocco
20

Target: Description and historical judgement. Maximum 12 marks
for one leader. Within 12 marks maximum 8 for description. Use
paragraphs 3-5 of generic mark scheme for description and
paragraph 8 for judgement.

(Total 20 marks)

4. (a) Explain why the Afrikaner Nationalist Party led by Daniel Malan
won the general election of 1948 in South Africa. 8

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

(b) Why was this victory a turning point in the history of South
Africa? 4

Target: Change. 2 marks only for description. Candidates should
stress change to apartheid. Use paragraph 8 of generic mark
scheme.

(c) Describe the policy of Apartheid as it operated in the 1960s
and 1970s. 8

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

(Total 20 marks)

5.   (a)   **Describe the circumstances in which one of the following states in West Africa achieved its independence.**
- **Ghana**
- **Nigeria**
- **Sierra Leone**
- **Cameroon**   **8**

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

   (b)   **What problems did the state you have chosen in (a) face when it became independent?**   **4**

Description and judgement. Higher marks for explanation of range of problems eg economic, social and political.

   (c)   **How successful was the state of your choice in dealing with those problems in the first twenty years of independence?**   **8**

Target: Historical judgement. Use paragraph of 8 generic mark scheme. Maximum 3 marks for description. Higher marks for more balanced answers which explain successes and failures.

6.   (a)   **Explain why the United Nations Organisation (UNO) became involved in the affairs of the Congo in the 1960s.**   **8**

Target: Causation. Use paragraph 8 of generic mark scheme. Candidates should focus on problems left by Civil War. Maximum 3 marks for description.

   (b)   **Describe the actions taken by the UNO in the Congo.**   **6**

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

   (c)   **How successful was the UNO involvement in the Congo?**   **6**

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

(Total 20 marks)

7. (a) **Describe the career of Nelson Mandela before his release from prison in 1990.** 8

   Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise descriptions which provide comprehensive coverage of his earlier anti apartheid activities and lengthy imprisonment.

   (b) **Why was he released from prison in 1990?** 6

   Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Better answers should focus on key developments, late 1980s, and change policy of white South African leaders.

   (c) **How successful was Mandela as President of South Africa in the years 1994 to 1999?** 6

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

   (Total 20 marks)

8. (a) **Explain why the Organisation for African Unity (OAU) was established in 1963.** 6

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

   (b) **Describe the work done by the OAU in the 1960s and 1970s to help member states.** 8

   Target: Description. Paragraphs 3-5 of generic mark scheme. Higher marks for more precise and comprehensive descriptions.

   (c) **What problems prevented the OAU from completely achieving its aims?** 6

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

Section B: Asia, including the Middle East.

9. (a) **What can you learn from Extract A about the development of the Japanese economy after the Second World War?** 3

Target: Inference from a written source

Level 1
Simple statements showing some understanding, eg The annual growth rate was 10 per cent. (1-2)

Level 2
Developed statements showing a clear understanding of the message, eg The source suggests that the defeat and destruction of the Japan during the Second World War actually benefited the Japanese economy as it enabled it to rebuild from scratch using US aid. (2-3)

(b) **Does the evidence of Photograph B support the views expressed in Extract A about the development of the Japanese economy? 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 that the Japanese economy grew. In Photograph B we can see a Japanese high tech factory. (1-2)

Level 2
Developed statements with definite cross referencing, eg Extract A suggests that the Japanese economy was able to modernise quickly due to US assistance and the destruction caused by the war. This is supported by Photograph B which shows a high tech Japanese factory. (2-3)

(c) **How useful is Photograph B as evidence of the development of the Japanese economy after 1945?** 4

Target: Evaluation of utility of a photograph

Level 1
Simple statements about utility taking the source at face value, eg It is useful because it shows a high tech Japanese factory.

Level 2
Developed statements which go beyond face-value, eg It is useful because it is a good example of the progress made by the Japanese economy, more especially its advanced high tech nature. However, this may have been taken to publicise and promote Japanese economic development and may not be typical of all Japanese industry.

(d) Describe how the USA influenced the government & economy of Japan after 1945. How did US involvement help Japan to recover its influence in the world community? **10**

Target: Description and explanation of causation.

Level 1
Simple or generalised statements with some information relevant to the question. There may be some inaccuracies and/or irrelevance. **(1-3)**

Level 2
Developed statements but only addresses one part of the question, eg Omits key events and/or second part of question. Some inaccuracies and/or irrelevance. **(4-6)**

Level 3
Developed explanation/exposition which uses a range of accurate information sufficient to support a balanced treatment of the topic. However one aspect of the topic, eg The second part, may not be fully addressed. **(7-8)**

Level 4
A sustained argument/exposition 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 chronology. There may well be a great focus on the second part of the question if applicable. **(9-10)**

(Total 20 marks)

10. (a) In what ways did the Chinese people experience a violent history in the years 1911 to 1931? **6**

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

(b) Describe the ways in which the Communists under Mao survived the campaigns against them by the Kuomintang (KMT) in the 1930s. **8**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Most candidates will concentrate on Long March but award higher marks to those who include other factors.

(c) Why did the Communists defeat the Kuomintang in the civil war in the years 1946 to 1949? **6**

Target: causation. Use paragraph 8 of generic mark scheme. Higher marks for more balanced answers which explain strengths Communists and weaknesses KMT. Maximum 3 marks for description.

(Total 20 marks)

11. (a) Describe how the British gave Indians more involvement in the government of their country in the years 1917 to 1939. 8

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

(b) Why were many in India, during these years, opposed to British policies for the government of India? 6

Target: Causation. Use paragraph 8 of generic mark scheme. Main focus will be on Gandhi but award higher marks to those who develop range of factors. Maximum 3 marks for description.

(c) Explain the different views about Indian independence held by Mohandas Gandhi and Mohammed Jinnah.

6

Target: Explanation of difference. Maximum 4 marks for description. Maximum 5 marks for policies of only leader only.

(Total 20 marks)

12. (a) How did Britain gain control of Palestine as a result of the First World War (1914 to1918)? 4

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

(b) Why did tension between Arabs and Jews in Palestine increase in the years 1920 to 1939? 8

Target: Description. Use paragraphs 3-5 of generic mark scheme. Award higher marks for more precise and comprehensive coverage, ie The nineteen years.

(c) Explain how events in the Middle East in the years 1940 to 1948 led to the creation of the state of Israel. 8

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

(Total 20 marks)

13. Describe the career, and assess the achievements, of one of the following leaders:
- Achmad Sukarno of Indonesia
- Lee Kuan Yew of Singapore
- Golda Meir of Israel
- Pol Pot of Cambodia
- Saddam Hussein of Iraq

20

Target: Description and historical judgement. Maximum 12 marks for one leader. Maximum 12 marks for descriptions only of two leaders.

(Total 20 marks)

14. (a) **How did the Communist government change the organisation of agriculture in China during the 1950s and 1960s?**   8

Target: Description of change. Use paragraphs 3-5 of generic mark scheme. Higher marks for candidates who emphasise change, eg Between collectives and communes.

(b) **How successful in were these changes during those years?**   6

Target: Historical judgement. Use paragraph 8 of generic mark scheme. Higher marks for balanced answers which explain successes and failures. Maximum 3 marks for description.

(c) **Why did Mao Tse-tung introduce the 'Cultural Revolution' in the mid-1960s?**   6

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

(Total 20 marks)

15. **Describe the domestic and foreign policies of Jawaharlal Nehru as leader of India in the years 1947 to 1964 and assess the effectiveness of these policies.**   20

Target: Description, paragraphs 3-5 and 8 of generic mark scheme, and historical judgement. Maximum 12 marks for description. Higher marks for balanced assessment.

(Total 20 marks)

16. (a) **Why was French rule in Indochina restored after the Second World War?**   4

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

(b) **Describe the events which brought French rule in this area to an end by the mid 1950s?**   6

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

(c) **Explain how the USA became increasingly involved in Vietnam in the years after 1954.**   10

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 4 marks for description. Higher marks for candidates who discuss\range of reasons.

(Total 20 marks)

Section C: The USA and the Americas

17. (a) **What can you learn from Extract A about the lifestyle of many people in the USA in the 1920s?** 3

Target: Inference from a written source

Level 1
Simple statements showing some understanding, eg The lifestyle of many Americans was same as privileged classes of Europe. (1-2)

Level 2
Developed statements showing a clear understanding of the message, eg USA was a very prosperous country with many people as well off as wealthy people in Europe. Majority of USA population far better off than their European counterparts. (3)

(b) **How does the evidence in the photograph support the views expressed in Extract A? 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 that the people of the USA were well off. In Photograph B we can see a lot of cars. (1-2)

Level 2
Developed statements with definite cross referencing, eg Extract A suggests that many Americans were well off and had as necessities what Europeans saw as luxuries. This is strongly supported by Source B which shows a street full of cars and suggests many US citizens owned such a 'luxury'. (3)

(c) **How useful is Photograph B as evidence of the lifestyle of people in the USA in the 1920s?** 4

Target: Evaluation of utility of a photograph

Level 1
Simple statements about utility taking the source at face value, eg It is useful because it shows a lot of cars. (1-2)

Level 2
Developed statements which go beyond face-value, eg It is useful because it is a good example of prosperity of the USA in the 1920s and suggests that many citizens owned the motor car which was still seen as a luxury in Europe. On the other hand it is limited because it only shows one street in Texas which may not be typical of other parts of the USA and focuses on only one luxury. The photograph may have been taken to provide a deliberately prosperous view of USA society. (3-4)

(d) Describe the changes in lifestyle of those people in the USA who benefited from the economic boom of the 1920s. Why did some people not benefit from the boom? **10**

Target: Description and explanation of causation.

Level 1
Simple or generalised statements with some information relevant to the question. There may be some inaccuracies and/or irrelevance. **(1-3)**

Level 2
Developed statements but only addresses one part of the question, eg Omits key events and/or second part of question. Some inaccuracies and/or irrelevance.

Level 3 **(4-6)**
Developed explanation/exposition which uses a range of accurate information sufficient to support a balanced treatment of the topic. However one aspect of the topic, eg The second part, may not be fully addressed.

Level 4 **(7-8)**
A sustained argument/exposition 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 chronology. There may well be a great focus on the second part of the question if applicable.

(9-10)

(Total 20 marks)

18. (a) Explain why so many immigrants entered the United States before the 1920s. **6**

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

(b) Describe the policies which the US government introduced to restrict immigration in the 1920s. **8**

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

(c) Why were so many US citizens in the 1920s hostile to recent immigrants and how did they show their hostility? **6**

Target: Causation, user paragraph 8 of generic mark and description, use paragraphs 3-5 of generic mark scheme. Maximum 4 marks for focus on one part only.

(Total 20 marks)

19. Explain the importance of <u>four</u> of the following in the history of the USA in the 1930s:
- The Bonus Marchers, 1932
- The 1932 presidential election campaign
- Abolition of Prohibition
- The Alphabet Agencies
- The Neutrality Acts
- The opposition of the Supreme Court to the New Deal

20

Target: Description and historical judgement. Use pararaphs3-5 and 8 of generic mark scheme. Maximum 5 marks for each, with 3 out of 5 for description only.

(Total 20 marks)

20. (a) Why did the United States join World War II in 1941?   **6**

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Many will focus on Pearl Harbor but for higher marks need to explain long term factors.

(b) Why was the United States successful in the war with Japan?   **6**

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Higher marks for candidates who explain range of reasons including US strengths and Japanese weaknesses.

(c) Describe the contribution of the United States towards victory in Europe by 1945.   **8**

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise and comprehensive coverage, eg 1942-3 North Africa, 1943-44 Italy, D-Day and the advance on Germany.

(Total 20 marks)

21. (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. Higher marks for candidates who examine range of factors.

(b) Describe the problems that Allende faced as President and the policies by which he tried to solve them.   **6**

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

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

8

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 4 marks for description. Higher marks for candidates who explain a range of factors.

(Total 20 marks)

22. Describe the career, and assess the achievements, of one of the following leaders:
- Jose Napoleon Duarte of El Slavador
- Echeverria Alvarez of Mexico
- Manuel Noriega of Panama
- Juan Peron of Argentina
- Getulio Vargas of Brazil

20

Target: Description, use paragraphs 3-5 of 8 generic mark scheme, and historical judgement. Maximum 12 marks for each leader. Within 12 marks maximum 8 marks for description.

(Total 20 marks)

23. (a) Why was the Federation of the West Indies created in 1958?

4

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

(b) Explain why this federation had ended by 1962.

8

Target: Description, paragraphs 3-5, and causation, use paragraph 8 of generic mark scheme. Maximum 5 marks for each part of question.

(c) Describe ways in which co-operation in the English-speaking Caribbean has been maintained since then.

8

Target: Description, use paragraphs 3-5 and 8 of generic mark scheme, and historical judgement. Maximum 5 marks for each part of question.

(Total 20 marks)

24. Why was Richard Nixon elected President of the USA in 1968? Assess his achievements as President at home and abroad by 1974.

20

Target: Description, use paragraphs 3-5 and 8 of generic mark scheme, and historical judgement. Maximum 12 marks for description. There may well be great emphasis on Watergate but higher marks for more comprehensive descriptions and judgements including domestic and foreign policies.

(Total 20 marks)

Section D: Europe, including Britain and Russia.

25. **(a)** **What can you learn from Extract A about the reasons for the Japanese invasion of Manchuria?**   3

Target: Inference from a written source

Level 1
Simple statements showing some understanding, eg Because a detachment of Chinese troops destroyed the railway track.   (1-2)

Level 2
Developed statements showing a clear understanding of the message, eg The source suggests that the Japanese were looking for an excuse to invade Manchuria and were able to use the Chinese attack on the railway.   (2-3)

(b) **What is the cartoonist telling us about the League of Nations in cartoon B?**   4

Target: Interpretation from a cartoon.

Level 1
Simple statements which take the message at face value, eg The message seems to be that the League of Nations is a doormat.

Level 2
Developed statements showing a clear understanding of the message of the cartoonist, eg The principal message is that the League has acted in such a weak manner and is being totally ignored by Japan who is walking all over it. Aggression is shown to be successful.

(c) **How reliable is Extract A as evidence of the reasons for the Japanese invasion of Manchuria?**   8

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 tells us why the Japanese invaded Manchuria.

Level 2
Developed statements which go beyond face-value, eg It is reliable because it provides evidence of the excuse that Japan used to invade Manchuria. It is not reliable because it was issued by the Japanese government as propaganda to provide an excuse for the invasion.

(d) Describe the events of the Manchurian Crisis, 1931-1933, and the Abyssinian (Ethiopian) Crisis of 1935-1936. Why was the League of Nations unable to stop the aggressors in each crisis?   10

Target: Description and explanation of causation.

Level 1
Simple or generalised statements with some information relevant to the question. There may be some inaccuracies and/or irrelevance.   (1-3)

Level 2
Developed statements but only addresses one part of the question, eg Omits key events and/or second part of question. Some inaccuracies and/or irrelevance.   (4-6)

Level 3
Developed explanation/exposition which uses a range of accurate information sufficient to support a balanced treatment of the topic. However one aspect of the topic, eg The second part, may not be fully addressed.   (7-8)

Level 4
A sustained argument/exposition 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 chronology. There may well be a great focus on the second part of the question if applicable.   (9-10)

(Total 20 marks)

26. (a) Why did the Weimar Republic face so much opposition in the years 1919 to 1923?   8

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 4 marks for description. Higher marks for candidates who provide several reasons including Treaty of Versailles, the New Constitution, attacks from the Left and Right and the impact of hyperinflation.

(b) Describe the achievements that increased the popularity of the Weimar governments in the years 1924 to 1929.   4

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for balanced descriptions including domestic and foreign policies.

(c)   Explain how events after 1929 brought Hitler and the Nazis to
       power in 1933.   8

       Target: Causation. Use paragraph 8 of generic mark scheme.
       Maximum 4 marks for description. Higher marks for balanced
       answers which explain problems of Weimar, especially
       Depression, and the appeal of the Nazis.

                                                              (Total 20 marks)

27. **Assess the achievements of Stalin as ruler of the Soviet Union in the
     years 1928-1941.**   20

     Target: Historical judgement. Maximum 10 marks for description. Use
     paragraph 8 of generic mark scheme. Higher marks for balanced
     assessment which should include industrialisation, collectivisation and
     the purges.

                                                              (Total 20 marks)

28. (a)   **Explain the aims of Hitler's foreign policy when he became
            Chancellor of Germany in 1933.**   4

            Target: Explanation of aims. Use paragraph 8. Should include
            Lebensraum and undermining the Treaty of Versailles.

     (b)   **Describe the policies he carried out to achieve these aims in
            the years 1933-1939.**   10

            Target: Description. Use paragraphs 3-5 of generic mark scheme.
            Higher marks for more precise and comprehensive coverage
            including rearmament, Rhineland, Anschluss, Sudetenland and
            Poland.

     (c)   **How did Hitler's actions in 1939 involve him in a world war?**   6

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

                                                              (Total 20 marks)

29. (a)   **Why were Germany's armed forces so successful in the early
            stages of the Second World War (1939 to 1941)?**   6

            Target: Causation. Use paragraph 8 of generic mark scheme.
            Maximum 3 marks for description. Higher marks for candidates
            who give balanced answers explaining strengths of Nazis
            especially Blitzkrieg and weaknesses of opposition.

     (b)   **Describe the main stages in the Second World War in Europe in
            the years 1942-1945.**   8

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

(c) **Why had Germany been defeated in Europe by May 1945?**

6

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

(Total 20 marks)

30. (a) **Why did Khrushchev carry out a policy of 'deStalinization' in the Soviet Union in the 1950s?**

6

Target: Causation. Use paragraph 8 of generic mark scheme.
Maximum 3 marks for description. Candidates should include
Khrushchev's desire to distance himself from Stalin and purges,
attempts to strengthen his claims to leadership and desire to
bring in economic change.

(b) **Describe the events leading to Khrushchev's fall from power in 1964.**

8

Target: Description. Use paragraphs 3-5 of generic mark scheme.
Answers should include Virgin Soils, maize and regional councils.

(c) **How far did the policies of Brezhnev within the Soviet Union in the years 1968-1984 differ from those of Khrushchev?**

6

Target: Explanation of change. Use paragraph 8 of generic mark
scheme. Maximum 4 marks for description. Should include
Brezhnev and stagnation and repression of dissidents.

(Total 20 marks)

31. (a) **Why did Josef Tito become leader of Yugoslavia in 1945?**

6

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

(b) **Describe the main domestic policies he introduced as ruler of Yugoslavia in the years 1945-1975.**

8

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

(c) **Explain how Tito managed to resist pressure from the Soviet Union for closer ties with the Soviet bloc.**

6

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

(Total 20 marks)

32. (a) Why was the Fourth Republic in France so often politically
unstable in the years 1946-1958?   6

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

   (b) Describe the circumstances in which Charles de Gaulle became
   president of France in 1958.   6

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

   (c) How successfully did de Gaulle tackle the problems which faced
   France at home in the years 1958-1969?   8

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

HISTORY 7263, CHIEF EXAMINER'S REPORT

General Comments

The examination seemed to work well for those candidates who had prepared thoroughly. As in previous years, it was noticeable that most candidates preferred the questions in Sections C and D.

Most candidates attempted 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 3 marks. Question (b) may well ask candidates to cross-reference the two sources, again for a maximum of 3 marks such as Question 1(b). 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 4 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 25 candidates were asked to evaluate the reliability of Extract A. It is reliable because of its content – in other words it gives the Japanese version of why they were provoked into war. However it is unreliable because of its provenance – the Japanese will be trying to justify their invasion of Manchuria.

Question (d) will always require candidates to make use only of their own knowledge in answering a question which relates directly to the subject matter of the sources. It will always be the highest weighted question at 10 marks. The focus is often description and evaluation (Question 25). In the latter case, candidates should attempt to give more or less equal weight to the two parts of the question.

In terms of the essay questions, candidates can improve in several areas. There will always be an element of evaluation in every question. Candidates need to focus on this aspect and avoid pure description. Too many candidates lack precise information, especially about chronology, and do not always address the main theme of the question.

Finally, in general terms, comments on examination technique:
A number of candidates failed to answer five questions due to timing and/or lack of breadth of revision. Some show inconsistency in their choice of questions and occasionally opted for topics 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 were well developed and the next three far too brief. Successful candidates produce five consistently written answers. The quality of the last answer can be crucial in determining the grade achieved by the candidate.

Section A

This section was not popular and candidates performed less well on these topics. Candidates scored on parts (a) and (b) but were weak on utility, part (c), and lacked depth of knowledge for part (d), leading to brief and superficial responses. Few answers of a high standard were seen for Questions 2 and 3. Question 4 proved quite popular with candidates scoring well on part (c). Candidates who chose Ghana for Question 5 performed well on part (a) but there were generally disappointing answers to Questions 6 and 7. However, some excellent answers to all parts of Question 8.

Section B

Questions 10, 14 and 16 were most popular in this section. Few attempted the starred Question 9, and those candidates who did gave generally disappointing answers, especially to part (d). Candidates knew little about the economy and government of Japan. There were reasonable attempts at Question 10 which were let down by part (a). Few answers to Questions 11, 12 and 15. Question 14 was less popular than usual with candidates beginning part (a) in 1958 rather than earlier. They were generally more confident with part (c) on the Cultural Revolution.

Question 16 was the most popular question in this section with strong answers to part (c) on US involvement in Vietnam, counter balanced by weaker responses to parts (a) and (b).

Section C

A very popular section with, as usual, Questions 17, 18, 19 and 20 attracting many takers and being well answered. There were few or no responses to Questions 21, 22 and 23.

Question 17, the starred question, performed very well. Candidates revealed breadth and depth of knowledge for part (d) and produced encouraging responses to the utility question. Questions 18 and 19 were popular and high scoring. In Question 19 the Alphabet Agencies often scored maximum marks although the Neutrality Acts were less well known.

Question 20 was, in general, not well answered. Reasonable responses to part (a) although part (b) rarely went beyond the atom bomb and part (c) often lacked knowledge and focus. Only a handful of candidates answered Question 24 on Nixon but they generally scored well especially on international affairs. Domestic policies were less well known.

Section D

Another very popular section especially Questions 25, 26, 27 and 28. There were only a handful of responses to Questions 30, 31 and 32.

Candidates generally performed well on the starred questions, often giving very good evaluations for part (c). The final part scored well although there were fewer maximum marks than might have been anticipated. Question 25 was very popular and again high scoring with all three parts well answered, revealing detailed knowledge and sound understanding of the topic.

Question 27 was also popular with some very good assessments of Stalin's achievements, most notably industrialisation and collectivisation. Candidates also did well on all parts of Question 28 on Hitler's foreign policies with detailed knowledge often displayed in part (b). However a handful failed to score on this sub-question because they strayed into domestic policy.

Question 29 was reasonably popular but did not score well. This was mainly due to weak responses to part (b) where some candidates lacked balance in describing individual events at excessive length, whilst others failed to note the focus of the question was limited to Europe.

HISTORY 7263, GRADE BOUNDARIES

Grade	A	B	C	D	E
Lowest mark for award of grade	62	50	38	33	25

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

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