Mark Scheme and Examiner's Report
GCE O Level History (7263)
January 2006

HISTORY 7263, MARK SCHEME

Section A: Africa, North and South of the Equator

1. (a) **What can you learn from Extract A about the reasons for the collapse of Portuguese rule in Africa?** 3

   Target: Inference from a written source

   Level 1
   Simple statements showing understanding e.g. Black natives should be educated to believe they are inferior. (1-2)

   Level 2

   Developed statements showing a clear understanding of the message, eg The source suggests that black people should know their place and that education should be used as a form of social control.

   (3)

   (b) **What message is Cartoon B trying to convey about the end of Portuguese rule in Africa? Explain your answer.** 3

   Target: Interpretation from a cartoon

   Level 1
   Simple statements which take the message at face value e.g. It shows a chained man who is destroying some pillars. (1-2)

   Level 2
   Developed statements which go beyond face value e.g. The cartoonist is suggesting that the African people in the Portuguese colonies have no freedom, the person in chains, but are strong enough to destroy Portuguese rule represented by the columns.

   (3)

   (c) **How useful is Cartoon B as evidence of how Portuguese rule in Africa came to an end?** 4

   Target: Evaluation of utility of a cartoon.

   Level 1
   Simple statements about utility taking the source at face value, eg It is useful because it shows a man in chains knocking down the columns. (1-2)

Level 2
Developed statements which go beyond face-value, eg It is useful because it clearly reveals the strength of the African opposition and the weakness of the Portuguese rule. It also provides an outside view of the situation. However, it is less useful because it is a cartoon which exaggerates the situation and is not from someone directly involved. (3-4)

(d) **Describe the circumstances in which Angola received its independence. Why did foreign intervention play such an important role in the process?** 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) **Why did North Africa become an important theatre of war after 1939?** 6

Target: Causation. Use paragraph 8 generic mark scheme. Max 3 marks for description. Candidates should explain strategic importance of area, proximity Italian colonies and oil.

(b) **Describe the main actions between the combatants in the years 1941 and 1942.** 8

Target: Description. Use paragraphs 3-5 of generic mark scheme. Higher marks for more precise descriptions. Answers should include El Alamein.

(c)   Explain why, by 1943, the Allies were more successful than the Axis powers in the conflict which took place in North Africa.   **6**

Target: Causation and historical judgement. Use paragraph 8 of generic mark scheme. Focus is on reasons. Max 3 marks for description. Focus on support USA, Hitler over stretched and weakness of Italians.

3.   (a)   Describe the circumstances in which *one* of the following states in West Africa achieved its independence:

    10

Cameroon
Nigeria
Sierra Leone

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

(b)   How effectively has the country you have chosen in part (a) been governed in the years since its independence? Explain your answer.   **10**

Target: Historical judgement. Max. 5 marks for description. Use paragraph 8 generic mark scheme.

Total 20 marks

4.   (a)   Describe how Southern Rhodesia moved towards independence in the years to 1965.   **8**

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

(b)   Why did the negotiations between the British government and the regime in Southern Rhodesia in the years 1966 to 1970 end in failure?   **4**

Target: Causation. Paragraph 8 generic mark scheme. Max 2 marks for description. Key reason black majority and position whites.

(c)   Describe the circumstances in which Robert Mugabe came to power in an independent Zimbabwe by 1980.   **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 political career, and explain the importance in the development of his country, of *one* of the following:

Kenneth Kaunda in Zambia

Jomo Kenyatta in Kenya

Julius Nyerere in Tanzania

20

Target: Description and historical judgement. Paragraphs 3-5 for description up to max 12 marks. Paragraph 8 for historical judgement.

6. (a) Describe how the Belgian Congo gained its independence in 1960.

6

Target: Description. Paragraphs 3-5. Higher marks for more precise and comprehensive coverage.

(b) Why was independence followed by the outbreak of Civil War?

6

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

(c) Describe the role played by the United Nations in this civil war, and explain how, in the years 1960 to 1967, the conflict was resolved.

8

Target: Description. Use paragraphs 3-5. Higher marks for more precise description. Max 5 marks for each part.

(Total 20 marks)

7. (a) Why did South African governments in the 1970s and 1980s come under increasing pressure to change their domestic policies?

6

Target: Causation. Use paragraphs 3-5. Max 3 marks for description. Focus on internal activity e.g. ANC and outside pressure.

(b) What tactics did the African National Congress (ANC) employ during these years to change the policies of the South African government?

8

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

(c) What changes did PW Botha make in South African domestic policies between 1979 and 1989?

6

Target: Description. Paragraphs 3-5. Higher marks for range changes and comprehensive coverage of period.

(Total 20 marks)

8. (a) **Explain why the Gold Coast (Ghana) became independent by 1957.**   **6**

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

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

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

   (c) **Why was Kwame Nkrumah overthrown in 1966?**   **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 Sadat's peace motives?**   **3**

   Target: Inference from a written source

   Level 1
   Simple statements showing some understanding, e.g. He was making peace for the Egyptian people and the entire Arab nations.   **(1-2)**

   Level 2
   Developed statements showing a clear understanding of the message, eg The source suggests that he was negotiating for a peace on behalf of all the Arab people and was determined to create a permanent peace.   **(2-3)**

   (b) **What message is Cartoon B trying to convey about the Camp David Agreements.**   **3**

   Target: Interpretation from a cartoon.

   Level 1
   Simple statements which take the message at face value e.g. I can see him crossing the sea with sharks about to attack.

   Level 2
   Developed statements showing a clear understanding of the message of the cartoonist e.g. The cartoonist is suggesting that it will be a miracle if Sadat can achieve peace because of the strong opponents on both sides represented by the sharks and the phrase 'Israeli hawks'.   **(1-2)**

       (3)

(c) How useful is Extract A as evidence about the Middle East
     peace process in the 1970s?   4

     Target: Evaluation of utility of a written source.

     Level 1
     Simple statements about utility taking the source at face value,   (1-2
     eg It is useful because it is said at the time by Sadat.

     Level 2
     Developed statements which go beyond face-value, eg It is useful   (3-4
     because it suggests that Sadat is determined to create a lasting
     peace. Also because it is an Egyptian leader making the speech to
     the Israeli parliament. However limitations. He may be
     exaggerating his aims to impress parliament.

(d) Describe the key features of the Camp David Agreements. Why
     were these agreements not accepted by the Palestinian
     Liberation Organisation?   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. Choose *three* of the following and explain the importance of each in the history of China in the years 1911 to 1939. 20

The revolution of 1911
The First World War
Sun Yatsen
The massacres of Shanghai, 1927
Chiang Kai-Shek
The Long March, 1934-35

Target: Description and judgement of historical significance. Maximum 7 marks for each with max 3 marks for description. Uses pars 3-5 and 8. Focus must be on importance for higher marks.

(Total 20 marks)

11. (a) What developments, after 1939, enabled India to achieve independence by 1947? 8

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

(b) Explain the key achievements of Jawarharlal Nehru in the years 1947 to 1964. 6

Target: Judgement of historical significance. Use paragraph 8. Max 3 marks for description. Higher marks for more balanced judgement.

(c) Why was there frequent hostility between India and Pakistan in the years 1948 to 1971?

6

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

(Total 20 marks)

12. (a) Why were the French forced to leave Indochina by 1954?

6

Target: Causation. Paragraph 8. Max 3 marks description. Best answers link French weaknesses to Vietminh.

(b) Describe the increasing US involvement in Vietnam during the 1950s and 1960s. 8

Target: Description. Use paragraphs 3-5 of generic mark scheme. Award higher marks for more precise and comprehensive coverage of two decades. Key issue – domino theory.

(c) Explain why the tactics used by the Vietcong were so effective in the war in Vietnam in the 1960s and early 1970s. 6

Target: Explanation of causation. Use paragraph 8 of generic mark scheme. Max 3 marks for description. Better answers link strengths Vietcong tactics to weaknesses/mistakes of USA.

(Total 20 marks)

13.

(a) Why was the Balfour Declaration (1917) an important event in the history of the Middle East? **4**

Target: Causation. Paragraph 8. Max 2 marks description. Focus should be on Jews and Palestine.

(b) Describe how the British administration in Palestine faced problems with both Arabs and Jews in the years 1920 to 1939. **8**

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

(c) Why was the creation of the state of Israel accompanied by so much violence in the Middle East in the years 1946 to 1949. **8**

Target: Causation. Use paragraph 8. Max 4 marks for description. Better answers should include Jewish terrorism and Arab opposition.

(Total 20 marks)

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

6

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

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

Target: Description. Paragraphs 3-5. Higher marks for more precise and comprehensive coverage.

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

Target: Change. Use paragraph 8. Max 3 marks for description.

(Total 20 marks)

15. Explain the importance of *one* of the following leaders in the history of his country.

20

Lee Kuan Yew of Singapore
Pol Pot of Cambodia
Achmed Sukarno of Indonesis

Target: Description and historical judgement. Maximum 12 marks for description. Higher marks for better balanced answers.

(Total 20 marks)

16. (a) Why did Japan pursue an aggressive foreign policy during the years 1931 to 1945? **6**

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

(b) Describe the main stages of Japanese aggression during these years. **8**

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

(c) How did defeat bring changes to the government of Japan in 1945? **6**

Target: Change. Paragraph 8. Max 3 marks for description.

(Total 20 marks)

Section C: The USA and the Americas

17. (a) What can you learn from Extract A about the aims of Kennedy's 'New Frontier'? **3**

Target: Inference from a written source

Level 1
Simple statements showing some understanding, eg The New Frontier would deal with ignorance and prejudice. **(1-2)**

Level 2
Developed statements showing a clear understanding of the message, eg Source A suggests that Kennedy's New Frontier was to tackle the major problems of the time including the Cold War, Civil Rights and the problems of poor education and poverty. **(3)**

(b) What message is Cartoon B trying to get across concerning President Johnson's 'Great Society' programme? **3**

Target: Interpretation from a cartoon.
Level 1
Simple statements which take the source at face value e.g. It shows Johnson on a train which he is destroying with an axe. **(1-2)**

Level 2
Developed statements showing a clear understanding of the message of the cartoon e.g. The Source suggests that the War in Vietnam, shown in the smoke, is destroying Johnson's Great Society Reforms shown by Johnson taking an axe to the train. **(3)**

(c) How useful is Cartoon B as evidence about Johnson's 'Great Society' programmes?   **4**
Target: Evaluation of utility of a cartoon

Level 1
Simple statements about utility taking the source at face value, eg It is useful because it shows him taking an axe to the train. It was done at the time.   **(1-2)**

Level 2
Developed statements which go beyond face-value, eg It is useful because it is a good example of what the majority of US citizens felt – that US involvement in Vietnam was destroying his programme of reforms. It is limited because the cartoonist exaggerates the effects of the war and shows none of the positive achievements of the Great Society.   **(3-4)**

(d) Describe the key features of Kennedy's 'New Frontier' and Johnson's 'Great Society'. Why were these reforms opposed by many in the USA?   **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)

18.   Choose *three* of the following and explain the importance of each in the history of the USA during the 1920s:

Prohibition
President Warren Harding
the Ku Klux Klan
Henry Ford
the position of women
the Wall Street Crash

20

Target: Description and judgement of historical significance. Use paragraphs 3-5 and 8. Max 7 marks for each. Of 7 marks max 4 for description.

(Total 20 marks)

19.   (a) Describe the policies introduced by President Roosevelt during the 1930s to combat the Great Depression.   10

Target: Description. Use paragraphs 3-5. Higher marks for more precise and comprehensive coverage. Will be emphasis on Alphabet Agencies.

(b) Why did these policies face opposition within the USA?   6

Target: Causation. Use paragraph 8. Max 3 marks for description. Could include Republicans, Supreme Court, those who felt not doing enough.

(c) How did the US economy benefit from the Second World War?   4

Target: Judgement of change. Paragraph 5. Max 2 marks for description.

(Total 20 marks)

20.   (a)   Explain why Juan Peron had become President of Argentina by 1946.   6

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

(b)   Describe his policies as President of Argentina in the years 1946 to 1955.   8

Target: Description. Use paragraphs 3-5. Higher marks for more precise and comprehensive, balanced coverage.

(c)   How successful were President Peron's policies in these years?

6

Target: Historical judgement. May be repetition of (b). Needs to be focus on successes and failures. Paragraph 8. Higher marks for balanced assessment.

(Total 20 marks)

21. (a) What was meant by the 'Truman Doctrine' of 1947?   4

Target: Explanation of a key term.

Level 1
Simplistic, generalised description, eg It meant that the USA would give help.

Level 2
Developed statements with precise definition, eg It was USA's policy of helping European countries who suffered economically due to war in an attempt to prevent spread of communism and open up future trade links.

(b) Why did the USA become involved in the conflict in Korea in 1950?

Target: Causation. Paragraph 8. Max 4 marks for description. Key   8
issue domino theory.

(c) Describe the main events of the Korean War. How successful was its outcome for US foreign policy?   8

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

22. Choose any *one* country in Central or South America *other than* Argentina and Chile.

(a) Explain the major political and economic difficulties which the   8
country you have chosen faced in the years from the end of the Second World War to the end of the 1970s.

Target: Historical judgement. Use paragraph 8. Max 4 for description.

(b) Describe how the country's government attempted to solve these   6
problems.

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

(c) How successfully did the government deal with these difficulties in   6
these years?

Target: Historical judgement. Use paragraph 8. There may be some overlap with (b) but higher marks for focus on successes and failures.

                                                    (Total 20 marks)

23. (a) **Explain why Salvador Allende was elected President of Chile in 1970.**   6

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

(b) **Describe the policies Allende introduced during the three years of his presidency.**   8

Target: Description, paragraphs 3-5. Higher marks for more precise and comprehensive coverage.

(c) **Why was Allende overthrown in 1973?**

    6

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

(Total 20 marks)

24.
(a) **Why did many US citizens campaign for black civil rights in the 1950s and 1960s?**   6

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

(b) **Describe the different methods employed by the campaigners during these years.**   10

Target: Description. Use paragraphs 3-5. Higher marks for precise and comprehensive coverage of both decades.

(c) **How successful was the movement in achieving its aims by the end of the 1960s? Explain your answer.**   4

Target: Historical judgement. Paragraph 8. Max 4 marks for description. Higher marks for balanced judgement.

(Total 20 marks)

Section D: Europe, including Britain and Russia.

25. (a) **What can you learn from Extract A about the results of the Sudetenland Crisis of September 1938?**   3

Target: Inference from a written source

Level 1
Simple statements showing some understanding, eg The British had suffered a total defeat.

    (1-2)

Level 2
Developed statements showing a clear understanding of the message, eg The source suggests that the Sudetenland Crisis was a victory for Hitler and would lead to the fall of all of the Czechoslovakia. It would not stop Hitler's expansionist aims.

    (3)

(b) **What message is the cartoon trying to get across in Cartoon B?** 4

Target: Interpretation from a cartoon.

Level 1
Simple statements which take the message at face value, eg
Hitler is putting countries into a sack. (1-2)

Level 2
Developed statements showing a clear understanding of the
message of the cartoonist, eg The cartoonist suggests that
Hitler's aims are to take over the countries shown in the cartoon
as babies and that Britain and France will do little or nothing to
stop him. (3)

(c) **How useful is Cartoon B as evidence of Hitler's foreign policy
aims in the 1930s?**

Target: Evaluation of utility of a cartoon.

Level 1
Simple statements about utility taking the source at face value
e.g. It is useful because it was made at the time. It is useful
because it shows Hitler putting the babies into a sack. (1-2)

Level 2
Developed statements which go beyond face-value, eg It is useful
because it provides evidence of what an increasing number of
people in Britain were starting to believe about Hitler's aims. It (3-4)
shows Hitler's expansionist aims. His intention was to create
Lebensraum in eastern Europe. However, the cartoon does
exaggerate because the cartoonist is trying to arouse British
public opinion against Hitler.

(d) **Describe the attempts by Britain and France to appease Hitler
in the 1930s. Why did these policies fail?**

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   (9-10)
chronology. There may well be a great focus on the second part
of the question if applicable.

(Total 20 marks)

26. (a)   **Why did Lenin establish a dictatorship by the Bolshevik Party
           in the years 1918 to 1924?**   **6**

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

     (b)   **Describe the key features of Lenin's economic policies during
           these years.**   **8**

           Target: Description. Use paragraphs 3-5 of generic mark scheme.
           Higher marks for balanced descriptions including War Communism
           and NEP.

     (c)   **Explain why, over the period 1924 to 1928, Stalin emerged as
           leader of the USSR in succession to Lenin.**   **6**

           Target: Causation. Use paragraph 8 of generic mark scheme.
           Maximum 3 marks for description. Higher marks for balanced
           answers which explain strengths of Stalin and weaknesses of his
           rivals especially Trotsky.

(Total 20 marks)

27. (a)   **Describe the main terms of the Treaty of Versailles of 1919.**
                                                                            12
           Target: Description. Use paragraphs 3-5. Higher marks for more
           precise terms and comprehensive coverage of territorial, military
           and others.

     (b)   **Explain why these terms were so harsh towards Germany.**
                                                                             8
           Target: Causation. Use paragraph 8. May be some repetition of
           (a) but higher marks for candidates who focus on causation.

(Total 20 marks)

28. (a)   **What were Mussolini's main foreign policy objectives in the
           years 1922 to 1939?**   **6**

           Target: Explanation of aims. Paragraph 8. Candidates should
           explain range of aims in Europe and Africa.

     (b)   **Describe how Mussolini's policies in the 1930s brought him into
           conflict with the League of Nations.**   **10**

           Target: Description. Use paragraphs 3-5 of generic mark scheme.
           Higher marks for more precise and comprehensive coverage
           including Abyssinia, Spanish Civil War and Albania.

(c)   **Do you think that Mussolini had increased Italy's influence in world affairs by 1939? Explain your answer.**   4

Target: Historical judgement. Paragraph 8. Higher marks for more balanced assessment.

(Total 20 marks)

29   (a) **What events between 1929 and January 1933 helped Hitler to become Chancellor of Germany?**   8

Target: Change. Use paragraph 8. Max 4 marks for description. Key factors include depression, political instability, Hitler's activities and the actions of Hindenburg.

(b) **Describe how he established himself as dictator during 1933 and 1934.**   6

Target: Description. Use paragraphs 3-5. Descriptions should include Reichstag Fire, Enabling Act and Night of Long Knives.

(c) **Why was it difficult to oppose Nazi rule in Germany in the years 1933 to 1939?**   6

Target: Causation. Use paragraph 8. Max 3 marks for description. Key reasons include fear and the police state.

Total 20 marks

30.   (a)   **Why did the Soviet Union set up satellite states in eastern Europe in the years 1945 to 1948?**   6

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Candidates should include Stalin's desire for security.

(b)   **Describe the key events of the crisis created by the Berlin Blockade in 1948 and 1949.**   8

Target: Description. Use paragraphs 3-5 of generic mark scheme. Answers should blockade, air lift and Stalin's response.

(c)   **Explain why the Soviet Union was able to defeat the Hungarian rebellion of 1956?**

6

Target: Causation. Use paragraph 8 of generic mark scheme. Maximum 3 marks for description. Should include USSR strength and lack of western support.

(Total 20 marks)

31. (a) Why did the Balkans become an area of great tension and instability in the years from 1989 to 2001?   8

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

   (b) Describe the role of Slobodan Milosevic in Balkan history during these years.   6

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

   (c) How successful was international intervention in easing tension in the Balkans in the years from 1998 to 2001? Explain your answer.   6

   Target: Historical judgement. Use paragraph 8. Max 3 marks for description. Higher marks for more balanced judgements.

   (Total 20 marks)

32. (a) Why did the Soviet Union face serious economic problems in the 1980s?   6

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

   (b) Describe the policies introduced by Mikhail Gorbachev to deal with these problems.   8

   Target: Description. Use paragraphs 3-5 of generic mark scheme. Should include glasnost and perestroika.

   (c) How successful were these policies? Explain your answer.

   6

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

CHIEF EXAMINER REPORT HISTORY 7263 January 2006

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 B, C and D. A number of candidates achieved very high marks and grades. This was due to thorough revision, sensible question choice and good time management, ensuring they answered five questions.

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 showed 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 as popular and candidates performed less well on these topics. Candidates scored on parts (a) and (b) of question 1 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 5 proved quite popular with some candidates giving a reasonable description of the career of either Kaunda or Kenyatta. Question 7 proved the most popular in this section with some developed explanations for (a) although (b) and (c) were less well answered.

Section B

This was quite a popular section especially questions 10 and 12. There were no answers to 14 or 15 whilst only a handful attempted 13 and 16. Question 9 was not well answered. Most were able to make inferences from Extract A and evaluate its utility for (c) but failed to note key features of Cartoon B especially the sharks. Generally weak answers to (d) due to lack of knowledge of the Camp David Agreements.

Question 10 was the third most popular question on the paper. It scored highly with many candidates achieving maximum credit or very close to it. With the exception of the First World War, all other options were attempted. Question 11 was not popular although part (a) was not as well answered as (b) and (c).

Question 12 also proved to be popular and was generally well answered. Part (a), however, often went back to 1900 and before and included much unnecessary background narrative. There were surprisingly few takers for question 16 and was not well answered.

Section C
Easily the most popular section dominated by questions 18, 19 and 21. There were no responses to questions 20, 22 and 23.

Question 17 was neither popular nor well answered. Few made inferences on Extract A and Cartoon B was not well interpreted which impacted on part (c). Weak answers to (d) due to lack of knowledge of the New Frontier and the Great Society.

Question 18, not surprisingly was the most popular on the paper and very well answered. There were answers to all options with a number of candidates achieving maximum marks. Question 19 was also very popular with strong answers to (a) and (b) although (c) did not score as well. Some candidates interpreted (c) as a reference to post war USA.

Question 21 was also well answered although part (a) was not always set in its 1947 context. Parts (b) and (c) often merged with (b) proving to be the more difficult in which to maintain focus. The final section was often extensively answered, although few candidates could get beyond two points relevant to the success of US foreign policy.

Question 24 attracted a few responses but did not score well. The answers to (b) sometimes focused almost exclusively on Martin Luther King and his methods.

Section D
Another very popular section especially questions 26, 27, 28 and 29. There were only a handful to Questions 30, 31 and 32.

Question 25 was, in general, not well answered with the exception of part (a) which generally elicited sound inferences. There were generally weak interpretations of the cartoon whilst a surprising number of candidates knew little about appeasement.

Answers varied in quality for question 26. Many found it difficult to maintain a relevant focus for part (a). Most credit in (b) came for knowledge of the NEP although Stalin's rise to power scored better.

Question 27 was very popular but was, in general, not well answered. With the exception of a handful of candidates, the terms of the Treaty were not well known. In answering (b) many candidates reiterated details covered in (a) and failed to achieve a more relevant focus.

Candidates scored well on 28(b) but showed limited focus on objectives for (a) and gave vague answers to (c). Question 29 was also popular and brought the full range of marks from 0 to 20. Part (a) was well known by many, but often included irrelevant material from pre-1929. Stronger candidates earned maximum credit in (b) and (c).

HISTORY 7263, GRADE BOUNDARIES

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