

Mark Scheme (Results)

Summer 2010

O-Level

O-Level History (7263)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A: Africa, North and South of the Equator

<p>1. (a)</p>	<p>What can you learn from Extract A about the role of the United Nations in the Congo in 1960?</p> <p>Target: Inference from a written source</p> <p>Level 1 Simple statements showing understanding e.g. Only to use force in self-defence.</p> <p>Level 2 Developed statements showing a clear understanding of the message, eg The source suggests that the UN was to play a limited role, not take sides or become too involved in the conflict.</p>	<p>3</p> <p>(1-2)</p> <p>(3)</p>
<p>(b)</p>	<p>Does Photograph B support the evidence of Extract A about the role of the United Nations in the Congo in 1960? Explain your answer.</p> <p>Target: Cross referencing two sources</p> <p>Level 1 Simple statements which do not cross reference sources. Extract A says no support to be given to any Congolese group. Extract B shows a soldier checking the papers of a Congolese citizen.</p> <p>Level 2 Developed statements with some cross referencing e.g. Some support in that both sources suggest limited role of UN. Source B shows police role suggested in Source A. However, B is not explicit about limited role.</p>	<p>3</p> <p>(1-2)</p> <p>(3)</p>

(c)	<p>How useful is Photograph B as evidence of the role of the United Nations in the Congo?</p> <p>Target: Evaluation of utility of a photograph.</p> <p>Level 1 Simple statements about utility taking the source at face value, eg It is useful because it shows details of the UN actions.</p> <p>Level 2 Developed statements which go beyond face-value, eg It is useful because it provides evidence of UN intervention in Congo and the limited role of troops. Limited by fact photograph could have been taken to promote role of UN.</p>	<p>4</p> <p>(1-2)</p> <p>(3-4)</p>
(d)	<p>Describe the actions taken by the UN in the Congo in the 1960s. How successful was the UN in solving the problems it faced there?</p> <p>Target: Description and historical judgement.</p> <p>Level 1 Simple or generalised statements with some information relevant to the question. There may be some inaccuracies and/or irrelevance.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>10</p> <p>(1-3)</p> <p>(4-6)</p> <p>(7-8)</p> <p>(9-10)</p>

(Total 20 marks)

2.	<p>Describe the career, and assess the achievements, of Kenneth Kaunda in Zambia.</p> <p>Target: Description and historical judgement. Higher marks for more precise description. Maximum 14 marks for description.</p> <p>Should include involvement in independence of Northern Rhodesia, attempts to end racial discord, economic problems, creation one-party state and eventual fall from power.</p>	20
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(Total 20 marks)

3. (a)	<p>Why was there growth in opposition to French control of Algeria in the years 1945-62?</p> <p>Target: Causation. French settlers not make concessions. Treated as province of France. Growth nationalism.</p>	6
(b)	<p>Describe the part played by Ben Bella and the National Liberation Front in achieving independence for Algeria in 1962.</p> <p>Target: Description. Setting up of NLF. Guerrilla warfare and French reactions. Prison and talks.</p>	8
(c)	<p>How successfully did Algeria cope with the problems it faced in the twenty years after independence?</p> <p>Target; Historical judgement. Problems on independence. Political and economic measures.</p>	6

(Total 20 marks)

4.	(a)	<p>Explain why Idi Amin was able to come to power in Uganda in 1971.</p> <p>Target: Causation. Military background and seizure of power. Clash with Obote and military coup.</p>	6
	(b)	<p>Describe the key features of Idi Amin's rule in the years 1971-79.</p> <p>Target: Description. Should include by human rights abuses, political repression, ethnic persecution, extrajudicial killings and the expulsion of Asians from Uganda.</p>	8
	(c)	<p>Why was Idi Amin overthrown in 1979?</p> <p>Target: Causation. Dissent within Uganda, and Amin's attempt to annex the Kagera province of Tanzania in 1978, led to the Uganda-Tanzania War and the fall of his regime in 1979</p>	6

(Total 20 marks)

5.	(a)	<p>Describe the events leading to the end of Portuguese rule in Angola.</p> <p>Target: description. Events in Portugal. Nationalist movement in Angola. MLPA. Communist support.</p>	6
	(b)	<p>Why was Angolan independence (1975) followed almost immediately by civil war?</p> <p>Target: Causation. Differences MPLA and FNLA and UNITA</p>	6
	(c)	<p>Explain why the civil war in Angola lasted so long.</p> <p>Target: Causation. Superpower involvement. South African involvement.</p>	8

(Total 20 marks)

6.	<p>Describe the career, and assess the achievements, of one of the following African leaders:</p> <p>Ibrahim Abboud of the Sudan Habib Ben Ali Bourguiba of Tunisia Jomo Kenyatta of Kenya Kwame Nkrumah of Ghana</p> <p>Target: description and historical judgement. Maximum 14 marks for description.</p>	20
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(Total 20 marks)

7. (a)	<p>Why did the South African governments in the 1970s and 1980s come under increasing international pressure to change their policies?</p> <p>Target: Causation. Apartheid in South Africa. International opposition and sanctions.</p>	6
(b)	<p>Describe the tactics used by the African National Congress (ANC) in the 1970s and 1980s in its attempt to change the policies of the governments of South Africa.</p> <p>Target: historical explanation. Meetings. Increasing violence.</p>	6
(c)	<p>Explain how the domestic policies of President P. W. Botha's government changed in the years 1978-89.</p> <p>Target: description. Petty apartheid measures. Changes in constitution.</p>	8

(Total 20 marks)

8. (a)	<p>Why has AIDS been a problem in the continent of Africa since the early 1980s?</p> <p>Target: Causation. Ignorance. Lack of medical facilities. Growth of cities.</p>	6
(b)	<p>Describe how the problem of AIDS has been tackled in Africa since the early 1980s.</p> <p>Target: Description. Education. Greater awareness. Role of UN.</p>	8
(c)	<p>How successful have the measures to combat AIDS been?</p> <p>Target: Historical judgement. Some success but limited due to extent of problem, poverty and growth of cities.</p>	6

(Total 20 marks)

SECTION B: Asia, including the Middle East

9. (a)	<p>What can you learn from Extract A about US attitudes to a possible Japanese attack on Pearl Harbor?</p> <p>Target: Inference from a written source</p> <p>Level 1 Simple statements showing understanding e.g. A Japanese attack is unlikely.</p> <p>Level 2 Developed statements showing a clear understanding of the message, eg The source suggests that the USA did not expect an attack on Pearl Harbor. They were convinced it was too strong to be attacked.</p>	3 (1-2) (3)
(b)	<p>Does Photo B support the views given in Extract A about a Japanese attack on Pearl Harbor? Explain your answer.</p> <p>Target: Cross referencing two sources</p> <p>Level 1 Simple statements which do not cross reference sources. Extract A says the Japanese will not attack Pearl Harbor. Picture B shows the attack on Pearl Harbor.</p> <p>Level 2 Developed statements with some cross referencing e.g. Little support except both about Pearl Harbor. Source A suggests no chance of attack, Source B shows actual attack. Source A suggests Pearl Harbor too well defended. Source B shows its weak defences.</p>	3 (1-2) (3)

(c)	<p>How useful is Photo B as evidence of the Japanese attack on Pearl Harbor?</p> <p>Target: Evaluation of utility of an illustration.</p> <p>Level 1 Simple statements about reliability taking the source at face value, eg It is useful because it was taken at the time.</p>	<p>4</p> <p>(1-2)</p>
	<p>Level 2 Developed statements which go beyond face-value, eg It is useful because it suggests that the Japanese attack caught the USA by surprise and caused much damage. It is less useful as from a US newspaper which may have used it to turn people against Japanese. Hence selected scene.</p>	<p>(3-4)</p>
(d)	<p>Describe the key features of the war in the Pacific from December 1941 to July 1942. Why did the Japanese make rapid advances in these months?</p> <p>Target: Description and historical judgement.</p> <p>Level 1 Simple or generalised statements with some information relevant to the question. There may be some inaccuracies and/or irrelevance.</p>	<p>10</p> <p>(1-3)</p>
	<p>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.</p>	<p>(4-6)</p>
	<p>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.</p>	<p>(7-8)</p>
	<p>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.</p>	<p>(9-10)</p>

(Total 20 marks)

10	(a)	Explain Sun Yat-Sen's main aims for China in 1911.	6
		Target: explanation. Three principles - nationalism, democracy, land reform.	
	(b)	Why did Sun Yat-Sen's revolution of the 'Double Tenth' in 1911 fail?	6
	Target: Causation. Attitude of Yuan. Military dictatorship. Loss of support of army.		
	(c)	Describe the key features of Chiang Kai-shek's campaigns against the Chinese Communist Party in the years 1927-34.	8
		Target: Description. Attitude Chiang. Shanghai. Details expeditions against CCP.	

(Total 20 marks)

11	(a)	Describe the stages by which India achieved its independence in the years 1939-47.	8
		Target: Description. Second World War. Quit India campaign. Cripps mission. Labour Govt. Mountbatten and partition.	
	(b)	How successful were the policies of Jawaharlal Nehru as Prime Minister on India in the years 1947-64?	6
	Target: Explanation. Western style democracy. Planning Commission. Equal rights for women. Education and health reforms.		
	(c)	Why was there frequent hostility between India and Pakistan in the years 1948-71?	6
		Target: Causation. Religious differences. East and West Pakistan. Kashmir. Sino-Chinese dispute.	

(Total 20 marks)

12	(a)	Why were most Arab countries hostile to the creation of the State of Israel in 1948? Target: Causation: Traditional homeland. Claims of Palestinians. Unfair distribution land.	6
	(b)	Describe the key features of the Six-Day War of 1967. Target: Description. Surprise Israeli attack. Israeli successes. Israeli gains.	8
	(c)	Explain why it was so difficult to find a peaceful solution to the Arab-Israeli conflict in the years 1973-96. Target: Causation. Strong differences on both sides. Attitude superpowers.	6

(Total 20 marks)

13		Explain the importance of three of the following in the history of China under Mao Zedong (1949-76): The first Five Year Plan The Hundred Flowers Campaign The Three-anti and Five-anti Campaigns The Great Leap Forward The Cultural Revolution Relations with the USSR Target: Description and historical judgement. Maximum 7 marks for each factor. Within 7 marks maximum 4 for description.	20
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(Total 20 marks)

14		Describe the career, and assess the achievements of Ho Chi Minh (1890-1969) of Vietnam. Target: Description and historical judgement. Maximum 14 marks for description. Should include campaign v French after 1945, government North Vietnam and war with South Vietnam.	20
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(Total 20 marks)

15	Choose one of the following countries: Burma, Malaya or Singapore.	
(a)	Why was your chosen country able to achieve independence from Britain? Target: Causation. Maximum 4 marks for description.	8
(b)	Describe the problems this country faced on achieving independence. Target: Description. Higher marks for more precise and comprehensive descriptions.	6
(c)	How successful was the government of this country in dealing with these problems in the twenty years following independence? Target: Historical judgement. Higher marks for more balanced judgements.	6

(Total 20 marks)

16	(a) Describe the key features of the Iran-Iraq war in the years 1980–88. Target: Description. Iraqis invasion. Iranian counter-attack. Soviet support Iraq and USA/British support Iraq. Iraq blockhead oil supplies.	6
	(b) Explain why Saddam Hussein invaded Kuwait in August 1990. Target: Causation. Wealth Kuwait. Iraqi historical claims. Not expect support for Kuwait.	6
	(c) Why was Iraq defeated by the US led coalition forces in the First Gulf War of 1990–91? Target: Causation. Strength Allied forces. Allied bombing campaign v Baghdad. Success of Operation Desert Force.	8

(Total 20 marks)

SECTION C: The USA and the Americas

17 (a)	<p>What can you learn from Extract A about the effects of the Wall Street Crash of October 1929?</p> <p>Target: Inference from a written source.</p> <p>Level 1 Simple statements showing understanding e.g. There were suicides.</p> <p>Level 2 Developed statements showing a clear understanding of the message, eg The source suggests the Crash had a terrible effect on many people with people losing everything and killing themselves.</p>	3
(b)	<p>Does Photo B support the evidence of Extract A about the effects of the Wall Street Crash of October 1929? Explain your answer.</p> <p>Target: Cross referencing two sources.</p> <p>Level 1 Simple statements which do not cross reference sources. Source A says people committed suicide. Source B shows a man selling his car.</p> <p>Level 2 Developed statements with some cross referencing e.g. Strong support. Both suggests Crash had serious consequences. A suggests financial ruin and people selling anything which is supported by B. However consequences more serious (suicide) in A.</p>	3

<p>(c)</p>	<p>How useful is Extract A as evidence of the effects of the Wall Street Crash?</p> <p>Target: Evaluation of utility of a Extract.</p> <p>Level 1 Simple statements about reliability taking the source at face value, eg It is useful because it was taken at the time.</p> <p>Level 2 Developed statements which go beyond face-value, eg Useful because it suggests that the Crash had forced many businessmen to take drastic measures. Less useful as could be one isolated incident to get sympathy.</p>	<p>4</p> <p>(1-2)</p> <p>(3-4)</p>
<p>(d)</p>	<p>Describe the events leading to the Wall Street Crash. Why did the Crash lead to high levels of unemployment in the USA?</p> <p>Target: Description and historical judgement.</p> <p>Level 1 Simple or generalised statements with some information relevant to the question. There may be some inaccuracies and/or irrelevance.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>10</p> <p>(1-3)</p> <p>(4-6)</p> <p>(7-8)</p> <p>(9-10)</p>

(Total 20 marks)

18	<p>Explain the importance of three of the following in the history of the USA during the 1920:</p> <p>Prohibition President Warren Harding The Ku Klux Klan Henry Ford Flappers The case Sacco and Vanzetti</p> <p>Target: Description and historical judgement. Maximum 7 marks for each factor. Within 7 marks maximum 4 for description.</p>	20
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(Total 20 marks)

19 (a)	<p>What was meant by the term 'The New Deal'?</p> <p>Description: Higher marks for more precise descriptions. Idea of central government help through alphabet agencies.</p>	4
(b)	<p>Describe the agencies of President F. D. Roosevelt's 'New Deal'.</p> <p>Target: Description. Include CCC, AAA, PWA, NRA, TVA. Second New Deal.</p>	10
(c)	<p>Why did Roosevelt face opposition to these policies from the Supreme Court?</p> <p>Target: Causation. Supreme Court - unconstitutional. Chickens case. Failed attempts to reform</p>	6

(Total 20 marks)

20	(a)	<p>Explain why the main policies of President Batista made him unpopular in Cuba in the 1950s.</p> <p>Target: Causation. Corrupt dictatorship. Dependence on USA. Poverty.</p>	6
	(b)	<p>Describe the domestic policies of Castro in the ten years that followed the Cuban revolution of 1959.</p> <p>Target: Description. Social reform. Communist control. Economic policies.</p>	6
	(c)	<p>Why, in October 1962, did Cuba become the scene of major international tension?</p> <p>Target: Causation. US/Cuban rivalry. Castro and USSR. Bay of Pigs. USSR and missiles.</p>	8

(Total 20 marks)

21		<p>Describe the career and achievements of Lyndon B. Johnson.</p> <p>Target: Description. Maximum 14 marks. Achievements in USA in 1963-68. Involvement Vietnam. Balanced evaluation Great Society especially civil rights reform.</p>	20
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(Total 20 marks)

22		<p>Describe the career, and assess the achievements of one of the following: Salvador Allende of Chile Michael Manley of Jamaica Manuel Noriega of Panama Eric Williams of Trinidad and Tobago</p> <p>Target: description and historical judgement. Maximum 14 marks for description.</p>	20
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(Total 20 marks)

23	(a)	Why did Richard M. Nixon win the US presidential election campaign of 1968? Target: Causation. Disillusionment presidency Johnson and Great Society. Promises over Vietnam.	6
	(b)	Describe the Watergate scandal and its effects on politics in the USA. Target: description. Higher marks more precise description. Break-in, CREEP, journalists, tapes, resignation.	8
	(c)	How successful was the foreign policy of President Nixon? Target: Historical judgement. Ping pong diplomacy. Vietnamisation. Détente. SALT.	6

(Total 20 marks)

24	(a)	With reference to examples drawn either from the USA or Canada or from South America, explain the role of women in society in 1945. Target: Explanation. Higher marks for more precise explanations.	6
	(b)	Describe the changes that took place in the role of women in your chosen geographical area in the fifty years after 1945. Target: description. Higher marks for more precise description.	8
	(c)	How successful were women in improving their position in the geographical area you have chosen? Target: Historical judgement. Higher marks for more balanced judgements.	6

(Total 20 marks)

SECTION D: Europe, including Britain and Russia.

25 (a)	<p>What can you learn from Extract A about the effects of the New Economic Policy?</p> <p>Target: Inference from a written source</p> <p>Level 1 Simple statements showing understanding e.g. It produced positive results in 1921.</p> <p>Level 2 Developed statements showing a clear understanding of the message, eg The source suggests that the NEP was a great success and brought about a quick recovery.</p>	<p>3</p> <p>(1-2)</p> <p>(3)</p>
(b)	<p>Does Extract B support the evidence of Extract A about the effects of the New Economic Policy? Explain your answer.</p> <p>Target: Cross referencing two sources</p> <p>Level 1 Simple statements which do not cross reference sources. Extract A says it brought positive results. Extract B says it was distasteful.</p> <p>Level 2 Developed statements with some cross referencing e.g. Very little support. Source A suggests success and B agrees. However, B believes prosperity distasteful and examples social consequences whilst A gives positive effects.</p>	<p>3</p> <p>(1-2)</p> <p>(3)</p>

(c)	<p>How useful is Extract B as evidence of the New Economic Policy?</p> <p>Target: Evaluation of utility of a written source.</p> <p>Level 1 Simple statements about utility taking the source at face value, eg It is not useful because it was written later.</p> <p>Level 2 Developed statements which go beyond face-value, eg It is useful because it provides evidence of opposition from within communist party to NEP. However, written 15 years later by communist opponent who may exaggerate effects NEP.</p>	<p>4</p> <p>(1-2)</p> <p>(3-4)</p>
(d)	<p>Describe the key features of the Russian Civil War in the years 1918-21. Why were the Bolsheviks able to defeat the Whites?</p> <p>Target: Description and historical judgement.</p> <p>Level 1 Simple or generalised statements with some information relevant to the question. There may be some inaccuracies and/or irrelevance.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>10</p> <p>(1-3)</p> <p>(4-6)</p> <p>(7-8)</p> <p>(9-10)</p>

(Total 20 marks)

26	<p>Explain the importance of three of the following to the Weimar Republic in the years 1919-32:</p> <p>The Weimar Constitution, 1919 The Kapp Putsch, 1920 The French occupation of the Ruhr, 1923 Hyperinflation, 1923 Gustav Stresemann The Depression, 1929-32</p> <p>Target: Description and historical judgement. Maximum 7 marks for each factor. Within 7 marks maximum 4 for description.</p>	20
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(Total 20 marks)

27 (a)	<p>What were Mussolini's aims in foreign policy in the years 1922-39?</p> <p>Target: Explanation. Prestige. Expansion.</p>	4
(b)	<p>Describe the policies he carried out to achieve these aims in the years 1922-39.</p> <p>Target: Corfu. Abyssinia. Rome-Berlin Axis. Munich. Albania. Pact of Steel.</p>	10
(c)	<p>How successful was Mussolini in increasing Italy's influence in world affairs by 1939?</p> <p>Target: Historical judgement. Balanced evaluation for higher marks. Successes - Corfu and Abyssinia and relations with Germany. Failures - army in Abyssinia. Dragged into war.</p>	6

(Total 20 marks)

28	(a)	Explain why civil war broke out in Spain in 1936. Target: Causation. Catalonia and Basque provinces. Attitude RC Church. Depression. Influence army.	6
	(b)	Describe the key events of the Spanish Civil War, in the years 1936-39. Target: Description. Atrocities. Italy and Germany send help. Republicans and Russia. Nationalists captured Barcelona. Guernica.	8
	(c)	Why were Franco and the Nationalists able to defeat their Republican rivals in the years 1936-39? Target: Causation. Leadership Franco. Support Italy and Germany. Republican divisions.	6

(Total 20 marks)

29	(a)	Explain why Stalin was successful in the leadership struggle in the USSR after the death of Lenin in 1924. Target: Causation. Stalin's strengths. Position in Communist Party. Trotsky's weaknesses and mistakes.	6
	(b)	Describe the key features of the purges of the 1930s in the USSR. Target: Description. Kirov. Show trials. General purges. Purges armed forces. Purges kulaks.	8
	(c)	How successful were these purges? Target: Historical judgement. Success in removing rivals. Adverse effect on economy and military.	6

(Total 20 marks)

30	(a)	Describe the key features of the Cold War in Europe in the years 1956-61. Target: Description. Soviet invasion Hungary. U - 2 crisis. Berlin Wall.	6
	(b)	Explain why relations between the USA and the USSR changed in the years 1962-68. Target: Causation. Aftermath Cuban Crisis. Hot Line. Non proliferation. Czech invasion. Vietnam.	8
	(c)	How successful was the policy of <i>détente</i> in improving relations between the two superpowers in the 1970s? Target: Historical judgement. Successes - SALT treaties and Helsinki. Failures due to Afghanistan etc.	6

(Total 20 marks)

31		Describe the career, and assess the achievements, of Charles de Gaulle of France. Target: description and historical judgement. Maximum 14 marks for description.	20
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(Total 20 marks)

32	(a)	Describe the growth of economic co-operation in Western Europe in the years 1947-73. Target: Description. Marshall Plan. Economic cooperation. Treaty of Rome.	8
	(b)	Explain why the United Kingdom failed to gain entry to the European Economic Community (EEC) during the 1960s. Target: Causation. British reluctance at first. Attitude de Gaulle and France.	6
	(c)	Why did many members of the European Union (EU) in the 1980s and 1990s favour greater co-operation and unity between member states? Target: Causation. Economic co-operation. Political security v Cold War.	6

(Total 20 marks)

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