

**MARK SCHEME for the October/November 2009 question paper
for the guidance of teachers**

9697 HISTORY

9697/31

Paper 31, maximum raw mark 100

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2009	9697	31

Generic mark bands for essay questions

Examiners will assess which Level of Response best reflects most of the answer. An answer will not be required to demonstrate all of the descriptions in a particular Level to qualify for a Mark Band.

In bands of 3 or 4 marks, examiners will normally award the middle mark/one of the middle marks, moderating it up or down according to the particular qualities of the answer. In bands of 2 marks, examiners should award the lower mark if an answer just deserves the band and the higher mark if the answer clearly deserves the band.

Band	Marks	Levels of Response
1	21–25	The approach will be consistently analytical or explanatory rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by very appropriate factual material and ideas. The writing will be accurate. At the lower end of the band, there may be some weaker sections but the overall quality will show that the candidate is in control of the argument. The best answers must be awarded 25 marks.
2	18–20	Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that that a good solid answer has been provided.
3	16–17	Essays will reflect a clear understanding of the question and a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation but there may be some heavily descriptive or narrative passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance and depth in factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence.
4	14–15	Essays will indicate attempts to argue relevantly although often implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions and conclusions. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be organised more effectively.
5	11–13	Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the requirements of the question. The approach will lack analysis and the quality of the description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the answer will be unbalanced.
6	8–10	Essays will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries that lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question.
7	0–7	Essays will be characterised by significant irrelevance or arguments do not begin to make significant points. The answers may be largely fragmentary and incoherent. Marks at the bottom of this Band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2009	9697	31

Section A: United Nations and Children

1 Source-based question: How far do Sources A–E support the view that the 1980s was the most successful decade for the UN's assistance for the world's children?

L1 WRITES ABOUT THE HYPOTHESIS, NO VALID USE OF SOURCES [1–5]

These answers will write about the United Nations and Children and might use the sources. However candidates will not use the sources as information/evidence to test the given hypothesis. If sources are used, it will be to support an essay-style answer to the question.

L2 USES INFORMATION TAKEN FROM THE SOURCES TO CHALLENGE **OR** SUPPORT THE HYPOTHESIS [6–8]

These answers use the sources as information rather than as evidence, i.e. sources are used at face value only with no evaluation/interpretation in context.

L3 USES INFORMATION TAKEN FROM SOURCES TO CHALLENGE *AND* SUPPORT THE HYPOTHESIS [9–13]

These answers know that testing the hypothesis involves both attempting to confirm and to disprove it. However, sources are still used only at face value.

L4 BY INTERPRETING/EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE **OR** SUPPORT THE HYPOTHESIS [14–16]

These answers are capable of using sources as evidence, i.e. demonstrating their utility in testing the hypothesis, by interpreting them in their historical context, i.e. not simply accepting them at their face value

L5 BY INTERPRETING/EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE **AND** SUPPORT THE HYPOTHESIS [17–21]

These answers know that testing the hypothesis involves attempting both to confirm and disconfirm the hypothesis, and are capable of using sources as evidence to do this (i.e. both confirmation and disconfirmation are done at this level).

L6 AS L5, PLUS **EITHER** (a) EXPLAINS WHY EVIDENCE TO CHALLENGE/SUPPORT IS BETTER/PREFERRED, **OR** (b) RECONCILES/EXPLAINS PROBLEMS IN THE EVIDENCE TO SHOW THAT NEITHER CHALLENGE NOR SUPPORT IS TO BE PREFERRED [22–25]

For (a) the argument must be that the evidence for agreeing/disagreeing is better/preferred. This must involve a comparative judgement, i.e. not just why some evidence is better, but also why other evidence is worse.

For (b) include all L5 answers which use the evidence to **modify** the hypothesis (rather than simply seeking to support/contradict) in order to improve it.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2009	9697	31

	Content	Analysis L2–3		EVALUATION	L4–5	
A	Contemporary view of the UN Chronicle in 1988	Highlights view that UN response was both effective and appropriate.	Y	X Ref with B	Source states the intention of the UNO not the outcome of its intervention. Showed willing but needs to be corroborated.	Y/ N
B	Contemporary view of UN Chronicle in 1989	Takes longer term view than Source A but is aspirational in content.	Y/ N	X ref A Views limited mainly to UNO source.	Source states the intention of the UNO not the outcome of its intervention. Showed willing but needs to be corroborated.	Y/N
C	Near contemporary US view	Makes clear statement that UN is successful	Y	X Ref with A and B	Data inconclusive and is too out of date to make firm judgment.	Y/N
D	Source produced by UNICEF	View that UN was successful in 1985 on immunisation and by 1990 on water issues.	Y	X ref with A and B. Sees UNO acting effectively	Uncritical report by UN Agency in charge of children's issues	Y
E	Secondary view from a US academic 15 years after the event.	Suggests UN policies created problems.	N	X ref with C A non-UNO source	Implies UNO was successful in 1980s but gains placed at risk due to longer terms impact of policies	Y/N
	On balance assertion is supported.					

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2009	9697	31

Section B

2 'Strategic rather than ideological reasons best explain the development of the Cold War, in the period from 1945 to 1949.' How far do you agree?

This question offers candidates the opportunity to discuss the development of the Cold War to 1949. In answering the question candidates may refer to the historical debate on the causes of the Cold War. They may refer to the traditional, revisionist and/or post-revisionist views. Credit will not be given for merely stating these views and candidates should integrate them into their argument.

In referring to the importance of strategic factors, candidates may mention the view that Stalin wanted to protect the USSR from future attack through the creation of a 'cordon sanitaire' in eastern Europe. Candidates may also state that the USA was similarly motivated in defending western Europe from Soviet influence.

Candidates may also state the traditional view which highlighted Stalin's attempts to spread communism. This could be supported by the view that the Truman Doctrine and the Marshall Plan were both attempts to prevent the spread of communism.

3 'The USSR was more responsible than the USA for the development of the Cold War outside Europe in the period from 1950 to 1985.' How far do you agree?

This question offers candidates the opportunity to provide a comparative analysis of the roles of the two superpowers in the globalisation of the Cold War.

In support of the assertion, candidates may state that the USSR was behind the North Korean invasion of South Korea in 1950; the USSR aided North Vietnam in the Vietnam conflict and supported 'liberation movements' in Africa, culminating in the creation of Marxist regimes in Angola, Guinea-Bissau and Mozambique. The highlight of the USSR's responsibility was the Cuban Missile Crisis of 1962.

To counter the view in the question, candidates may mention US activity in Latin America, such as Guatemala and also Cuba. They can mention US policies of containment and roll back. The 'domino theory' could explain US involvement in Indo-China. To achieve the highest bands, essays should attempt balance and include detailed support.

4 To what extent was the outbreak of the Korean War due to the involvement of the USSR?

The question offers candidates the opportunity to discuss the causes of the Korean War. The USSR supported North Korea. Before Kim Il Sung launched his invasion of the South, in June 1950, he first secured the support of Stalin. Soviet support took the form of providing military equipment, advisers and jet pilots. Also, since 1991, it has been confirmed that Stalin supported Kim Il Sung's drive to unite the Korean peninsula under communism. The intervention of the Communist Chinese, at the end of 1950, confirmed this view.

To counter this view, candidates may mention Acheson's speech on the US defence perimeter in East Asia which suggested that South Korea was outside that area. Also candidates could mention that both Kim Il Sung and Syngman Rhee wanted to reunite the Korean peninsula under their own control so the conflict was, in essence, a civil war.

5 'Reagan was more responsible than Gorbachev for the end of the Cold War'. How far do you agree?

The question offers candidates the opportunity to assess the roles of the leaders of the two superpowers. Candidates may mention that Reagan can be held responsible because of US defence build-up from 1981 and in particular the support for the SDI. They may also state that Reagan held out for major weapons concessions from Gorbachev which led to the INF Treaty.

To counter the argument candidates may mention that Gorbachev's reforms led to disarmament. They could also mention that 'perestroika' and 'glasnost' created a new atmosphere for what proved to be superpower cooperation. In order to achieve Bands 1 and 2 candidates should balance their answers and reach a clear, well supported judgement.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2009	9697	31

6 'The attempts to prevent the proliferation of nuclear weapons were more successful than controlling nuclear weapons development.' How far do you agree with reference to the period from 1960 to 1985?

This question offers candidates the opportunity to engage in a comparative analysis of the success of attempts to prevent proliferation with attempts to control development in nuclear weapons.

The Non-Proliferation Treaty of 1968 should be the centre of any assessment of success of the first part of the assertion. Candidates may state that by 1985 nuclear weapons were limited to the USA, USSR, PRC, France, UK and India.

They may also state that Israel and South Africa had secret nuclear capability.

In terms of controlling nuclear development candidates may mention SALT I and SALT II and START. They may also mention deployment of SS20; Pershing II and Cruise in 1983 and the US plans for SDI.

7 Why was the international capitalist economy so successful before 1973 and in crisis for most of the period from 1973 to 1991?

The question offers candidates the opportunity to assess the condition of the international economy before and after the Oil Crisis of 1973.

In period before 1973 they may mention success of the Bretton Woods system, stability of the US dollar and fixed exchange rate system, the recovery of the German and Japanese economies and the recovery of the European economy after the Marshall Plan.

After 1973 they may mention the partial collapse of the Bretton Woods System, the growth of Third World Debt, decline of old staple industries in the US and EEC, the 1979 oil crisis and the onset of global depression in 1979-1983 period.

In order to achieve the highest bands candidates must address both parts of the question and develop a balanced, supported judgement.

8 To what extent was the decolonisation of Africa a success to 1991?

The question offers candidates the opportunity to assess the success of decolonisation in Africa. In order to reach the highest bands they will need to consider ways in which decolonisation could be seen as a success and also its limitations. The best candidates will reach a well supported conclusion.

Candidates may mention the relative lack of bloodshed associated with decolonisation in sub-Saharan Africa compared with the very bloody decolonisation of Algeria. They may also mention the creation of several stable states such as Cote d'Ivoire, Ghana, Kenya and Tanzania for example.

To counter this view candidates may mention the Biafran War in Nigeria and civil war in the former Belgian Congo. They could also mention corruption and political instability associated with rulers such as Bokassa in the Central African Republic and Amin in Uganda.

In economic terms the former African colonies of the European powers faced major crisis due to political instability, poor economic management, tribalism and corruption.