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## FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**



# HISTORY

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## GCE Advanced Level and GCE Advanced Subsidiary Level

Paper 9697/01

Paper 1 Modern European History, 1789-1939

### General comments

The general quality of candidates' work was satisfactory and there was an improvement in the quality of the better scripts. More candidates were able to write convincing assessments of the sources in **Question 1** and extended essays in **Section B**. These reports are intended to be helpful to both teachers and candidates and Centres are encouraged to discuss the points in this report with candidates who are preparing for future examinations.

The most important quality that Examiners look for in answers is relevance: the ability to answer the question that is set. One of the main differences between good, moderate and poor answers is that the former focus on the terms of the question. The second group often go beyond the particular topic in the question to write about other issues. The least satisfactory often represent vague accounts of developments without paying much attention to the specific topic.

**Question 1** is always based on a series of sources that should lead candidates to consider a claim about a factor in the origins of World War I. The least successful answers paraphrased the sources in sequence and accepted them all at face value, sometimes ending in the unexplained assertion that the sources either confirmed or contradicted the claim that the Kaiser and other German politicians were determined to go to war in 1914. On the other hand, the most successful candidates used the extracts as historical evidence. They assessed their value, considering their strengths and limitations. They compared and cross-referenced the sources, explaining which supported, and which contradicted, the claim. They came to clear and justified conclusions and sometimes offered an alternative argument, or counter-hypothesis. Some candidates deserved high merit for using their own knowledge to evaluate or supplement the sources.

The dates that appear in questions are important. For example, **Question 2** asked about developments in France from 1789 to 1793. It was relevant to explain the problems in the ancien régime in France that led to the crisis of 1789 but this background could be described briefly because it was not part of the key issue. The main emphasis in the most effective answers was on the period to 1793. Some weak answers did not get to 1789 and therefore they did not reach an acceptable standard. **Question 6** was based on Russia from 1900 to 1914. Therefore, developments during World War I to the outbreak of the Revolutions in 1917 were irrelevant unless they were mentioned briefly in a conclusion. When answering this question, candidates could only gain a high mark if they were able to deal confidently with the period to 1914; some answers ended in about 1906.

It is important that candidates pay attention to the key instructions in questions. **Question 2** asked 'Why...?'. Such questions require an analytical approach because 'Why?' leads to a series of reasons. The most successful answers were well organised, considering first the most important reasons why Louis XVI did not satisfy the demands of the revolutionaries and then the less important reasons. The less successful essays narrated events without offering explanations of the developments. **Question 7** asked 'How far...?' and such questions are best answered when candidates consider what can be said in favour of a claim and what arguments contradict it, coming to a considered conclusion about the weight of evidence.

Most candidates used their time effectively but some scripts contained a significant imbalance in the length of the answers. The most frequent weakness in the less satisfactory scripts was that much more time was spent on **Question 1**. The consequence was that the essay answers were brief. Each of the four answers that candidates must attempt is equally weighted and candidates should spend about the same length of time in answering them. The most successful candidates were able to construct orderly and developed essay answers, whereas the weaker scripts showed signs that their candidates needed more practice in extended writing. It was helpful to candidates when they prepared brief plans. This allowed them to put their points in order and it also provided a guide to the amount of time that should be given to each point.

## Comments on specific questions

### **Section A**

#### **Question 1**

This was a source-based question on the general topic of *The Origins of World War I, 1870-1914*. The specific topic in this examination was *The Role of German Politicians in the Outbreak of World War I*. The standard of answers to this source-based question has been improving and the improvement was maintained in this session. Weak candidates still limited themselves to sequential paraphrases of the four sources. Their answers lacked an argument and did not deserve a satisfactory mark. The middle bands of marks were often awarded to answers that were sequential (that is, Source A, then Source B etc.) but which also commented on the extent to which they agreed or disagreed with the claim that 'The Kaiser and other German politicians were determined to go to war in 1914'. These answers accepted the sources at face value and did not evaluate them as historical evidence. Slightly better answers did evaluate the sources but applied mechanical tests of assessment that were often unconvincing. For example, it was claimed that Source A was credible because it was a diplomatic report or Source C was reliable because it was an official report. The most successful candidates sorted the sources into groups. They looked for the extracts that might be seen to agree with the claim (usually Sources A and C) and those that disagreed with the claim (usually Sources B and D). They evaluated them as historical evidence in a number of valid ways. For example, they looked at the provenance, or authorship and origin, of the extracts. Why were they probably written? Were the authors trying to be objective? These candidates also used some relevant background knowledge to test the reliability of the sources. For example, Source B is an accurate account of the telegram sent by the Kaiser to the Tsar; nobody would claim that it has been fabricated and it has probably been translated accurately into English. William II was in a position to know the details of German policy. It is true that Russian mobilisation increased international tensions. These factors would point towards the reliability of the extract. On the other hand, Germany gave Austria-Hungary its full support, including the 'blank cheque', which contradicts the Kaiser's claim to have gone to the limit to preserve international peace. The intention of the source was to persuade Russia to moderate its policies but the threat to Serbia would surely threaten the honour of Russia. Based on such considerations, the most successful candidates came to an overall conclusion about the reliability and value of the Kaiser's telegram to Nicholas II in Source B. Similar tests could be applied to the other sources. For example, Source C was an official report to the Versailles Peace Conference but it represented the opinions of Germany's victorious enemies who wanted recompense for the immense damage caused by the war and who saw Germany as the main culprit. This might make historians doubt its reliability. On the other hand, Germany had indeed pursued aggressive

policies prior to the outbreak of the World War. This was a valid claim. Conclusions based on the provenance of the extract could be compared with candidates' own knowledge about the reasons for the outbreak of the war. When some factors point to the reliability of a source and others to its unreliability, which is probably the more convincing? The most impressive answers attempted such judgements. The most effective answers ended with conclusions that summarised which were the most persuasive and which were the least persuasive arguments. Candidates could suggest a counter-hypothesis, or an alternative explanation for the situation in 1914.

## **Section B**

### **Question 2**

The key issue was the reasons why Louis XVI failed to satisfy the demands of the French revolutionaries during the period from 1789 to 1793. The question asked 'Why...?' and the most successful answers were analytical, based on a series of reasons that were supported by appropriate factual knowledge. The quality of many answers was disappointing because the candidates did not deal sufficiently with the specified period from 1789 (the outbreak of the French Revolution) to 1793 (Louis XVI's execution). Some candidates limited their essays to general descriptions of the ancien régime and did not even explain the events of 1789. Such answers could only be awarded a very low mark. Some candidates described the opening events of the Revolution but did not pursue the argument to 1793. The most successful candidates showed a sound understanding and knowledge of the main developments during the specified period and assessed the King's role. For example, they pointed out his reluctance to accept moderate changes that led to more extreme demands. He was suspected of conspiring with foreign monarchies to defeat the revolutionaries. The unsuccessful flight to Varennes was an important turning point. Some excellent answers pointed out that, by 1792, the radical republicans had gained such a strong influence that the King had probably lost any control over developments.

### **Question 3**

The key issue was the conditions that encouraged industrial economies in the nineteenth century. The general standard was sound as candidates explained a variety of factors, such as capital investment, growing urbanisation and mechanisation, and transport changes. Some very creditable answers highlighted the social changes that enabled the middle classes to prosper and promote industrialisation. Many candidates referred to the Agricultural Revolution, but sometimes they only described some agrarian changes whereas the better answers made the link between these and the Industrial Revolution. For example, many of the lower classes who were displaced by new agricultural machinery and methods moved to towns for employment, where they were an important labour force in factories. Higher food production was one reason for the increase in population. Some excellent candidates appreciated the link between prosperous agriculture and prosperous industry, making a contrast with conditions in countries such as Russia that were backward both agriculturally and industrially.

### **Question 4**

The key issue was the reasons why Prussia became the leading state within Germany by 1871. Most of the answers were satisfactory and some were excellent. Predictably, almost all of the candidates paid tribute to the work of Bismarck but some weaker answers only narrated a series of events and did not explain sufficiently why he was so important to Germany. The most successful candidates made clear links between the achievements of Bismarck and other factors, such as Prussia's economic strength, the role of William I and the impact of military reforms, whereas more moderate responses treated them as separate and unrelated factors. Another feature of the best answers was that they considered the decline of Austria, which had previously enjoyed a pre-eminent influence in Germany.

### **Question 5**

The key issue was whether the motives for European imperialism in the later nineteenth century were more aggressive than defensive. Answers in the middle bands tended to opt exclusively for one of these options whereas the better essays considered which factors were aggressive and which were defensive. They then came to a conclusion about the weight of the argument. Previous reports have pointed out the need to support answers to questions about imperialism with examples and candidates are again encouraged to do so. Examiners read some answers that contained relevant arguments but they could not be awarded a very high mark because they lacked supporting knowledge in the form of examples. The scope of imperial expansion was wide and Examiners do not expect comprehensive examples from all regions of the world. However, candidates are encouraged to study some specific examples that they might use to tackle questions.

**Question 6**

The key issue was the comparative success of the Tsarist regime in Russia in dealing with economic and political problems from 1900 to 1914. Examiners read some clear and relevant answers that were well-balanced between the two sets of problems. They focused on the relevant period and showed a good awareness of developments in Russia to 1914. Answers in the middle bands tended to display one of two weaknesses. They either concentrated too heavily on either economic or political aspects, lacking balance, or they were chronologically limited, usually being unable to consider developments after 1905-06. They showed some awareness of the economic and political changes at the beginning of the century, especially of the immediate aftermath of the 1905 Revolution, but did not develop the argument sufficiently. On the whole, candidates were more confident about economic than political problems. For example, there were some discussions of the political opposition that were vague. Some answers explained both economic and political policies but did not assess which were handled more successfully as the question required. The weakest answers were often vague discussions of developments in Russia, some of which went well beyond 1914 to discuss the immediate causes of the 1917 Revolutions.

**Question 7**

The key issue was Hitler's success in solving the problems that had faced the Weimar Republic. The general standard of the answers was sound. Some excellent candidates wrote very successful answers that were fully comparative. They defined Weimar's problems and discussed Hitler's policies in relation to them. There was a tendency in most answers to claim that Hitler was completely successful to 1939 but some good candidates did note his failures. The middle mark bands were often awarded to answers that were highly sequential, explaining first the problems of Weimar and then Hitler's policies. The link between them was implicit rather than explicit. Some weaker answers did not even make an implicit link as they described Hitler's policies without much reference to the Weimar Republic.

**Question 8**

The key issue was the similarities and differences between Marxism and Fascism/Nazism. Candidates were required to refer to Russia and either Italy or Germany in their answers. The standard of the answers was uneven. Many candidates could make a satisfactory practical comparison between Russia and one of the other states for example, the common factor of an authoritarian dictatorship, but they did not examine any of the basic ideas of the rival political theories. However, there were some interesting contrasts between the brutal dictatorship of Stalin and the less rigid and oppressive regime of Mussolini. Few answers dealt with the ideology of the respective political theories and this prevented the award of very high marks. Some candidates were able to do so and contrasted the views of the political theories about class and other issues. There was some appreciation of the reasons for the emergence of the political theories. Others argued effectively that Stalin's government, and Lenin's to some extent, did not represent true Marxism whereas Hitler and Mussolini reflected the true nature of Nazism and Fascism.

**Paper 9697/02****Paper 2 Southeast Asia: From Colonies to Nations, 1870-1980****General comments**

This paper was generally well handled by the vast majority of Centres. There were very few timing problems and no rubric errors. Candidates had clearly been well prepared and, in particular, had good examination technique in relation to **Question 1**. A few Centres found the wording of some of the questions difficult to handle and consequently misinterpreted what was actually required.

**Comments on specific questions****Question 1**

This is the compulsory sources question and was generally handled well by candidates. It should be remembered that candidates must examine both sides of the question and to access the higher levels they need to interpret and evaluate sources in context and also find sources to both challenge and support their hypothesis.

**Question 2**

This question required candidates to judge whether or not economic factors were necessary, important or contingent reasons for the development of colonialism in Southeast Asia. Candidates had to show an awareness of the economic factors which drove the development of colonialism in Southeast Asia. Strong candidates had to show knowledge of other factors which could challenge the hypothesis. This was a very popular question.

**Question 3**

Candidates had to show knowledge of the structure of traditional societies up to 1870 and then examine the impact of colonialism in terms of the changes to existing social practices. The issues that needed highlighting were: to what extent were colonial powers vital to modernisation, to what extent did the colonial powers work within existing traditions and to what extent did they wish to change the existing system. Stronger candidates were able to examine whether in some cases the abolition of traditional systems was not in fact positive for the indigenous population.

**Question 4**

This question required candidates to show an awareness of the ways in which colonial powers attempted to involve indigenous peoples in the functions of their regimes. The key issue was whether these attempts at increased involvement actually offset resentment or in fact increased it.

**Question 5**

This was a popular question and generally handled very well by candidates. They were expected to demonstrate an understanding of the character of anti-imperial movements before, during and immediately after the Second World War. Candidates were expected to test the hypothesis that the Second World War was a key issue in the ending of imperialism.

**Question 6**

This was again another very popular question and candidates produced strong answers on this topic. They were expected to be able to explain the term nationalism in the context of Southeast Asia. The question was seeking a discussion of whether nationalism was a product of anti-imperialism or rather a growing sense of collective identity among colonial peoples. There was also a need to examine the beliefs upon which it was founded such as anti-colonialism, religion and ethnicity.

**Question 7**

This was not a popular question and generally candidates did not perform well. Candidates were expected to know the role played by the military in newly independent states. Candidates also needed to show where the military had intervened in the political process in Southeast Asia. The central issue was the role of the military in the newly created regimes and also whether the military had destabilised the political process.

**Question 8**

This question was rarely attempted by candidates. Candidates were expected to demonstrate knowledge of the economic situation of newly independent states. They should have demonstrated how much internal economic policy was driven by external powers. The effect of the Cold War needed examining and also the economic intervention of the USA and the Soviet Union in Southeast Asia in the postcolonial period.

**Conclusion**

This paper was generally well handled and, in particular, the source-based question is now well handled by the vast majority of candidates. Essays were generally well informed but candidates must remember that it is sustained analysis supported by good factual detail which will access the higher mark bands.

<p><b>Paper 9697/03</b>  <b>International History, 1945-1991</b></p>
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**General comments**

The overall standard of responses was satisfactory. The vast majority of candidates were able to complete four answers. The paper produced answers which covered the entire range of marks. The most successful candidates attempted **Question 1** first and were able to organise their examination time efficiently to complete three full essay answers. By far the most popular question was **Question 2**. This was answered by over 95% of the candidature. Also popular were **Questions 3** and **6**. Relatively few candidates attempted **Question 8**.

**Comments on specific questions*****Section A*****Question 1**

The question required candidates to study five sources on the International Community and the Punishment of Genocide. Many candidates were able to note that in Source A there was little international support for action against the Khmer Rouge government of Cambodia, stating that no government had been willing to take action even though non-governmental organisations had urged governments to file complaints to the UN. However, several candidates also pointed out that the UNO had been reluctant to employ the term 'genocide', thus challenging the hypothesis in the question. In assessing Source B candidates supported this latter point by suggesting that the UN had failed to produce an effective definition of genocide, although many noted that there was no specific mention of the Khmer Rouge within the source.

In Source C, candidates noted that the Cold War had reduced the prospect of international action, with China, the USA and ASEAN all supporting the Khmer Rouge regime. Also, no government was willing to file a complaint against the Cambodian government with the UN. However, some candidates also noted that the Khmer Rouge held the UN seat for Cambodia, thus reducing the prospect of UN action.

In Source D, candidates also noted that states failed to enforce the terms of the 1948 Geneva Convention on Genocide. However, some candidates argued that almost fifty years of non-enforcement of the Convention had made its terms unclear so inactivity could not totally be blamed on lack of international support but rather on the lack of a clear definition. Finally, in Source E, the issue of the Cold War was cited as a factor in the lack of international support, although many pointed out that UN member states were criticised for refusing to apply the Genocide Convention to Cambodia.

Although many candidates were able to identify many, if not all, of the above points, several underachieved for the following reasons. Firstly, many candidates took the information provided by the sources at face value. An important skill tested by **Question 1** is the ability to assess the provenance of the sources as part of an analysis of the hypothesis in the question. Secondly, candidates could have improved the quality of their answers by cross-referencing information from several sources to develop an effective argument.

Those candidates who achieved high marks were able to refer to the provenance of the sources, cross-referenced information between sources and were able to provide contextual information. At the very highest level several candidates, having used the content and provenance of sources to develop an effective argument for and against the hypothesis, were able to point out that the quality and weight of argument was either for or against the view in the question. Also, at the highest level, having weighed up the evidence for or against the view, candidates were able to offer a modification of the hypothesis based on the analysis produced in their answers.

## **Section B**

### **Question 2**

This was, by far, the most popular essay option. The vast majority of candidates were able to produce sound knowledge of the outbreak of the Cold War. However, those candidates who achieved high marks were able to use their knowledge to produce a balanced, analytical answer which addressed the assertion in the question concerning the role of the 'new and inexperienced' US President Truman.

Candidates were able to note that Truman did not become president until April 1945 and had not participated in the Yalta negotiations of February 1945. Many referred to his brash and aggressive manner in meetings with the Soviets, in particular, his first meeting with Foreign Minister Molotov. They also referred to his threat of nuclear attack on the USSR over the Soviet occupation of northern Iran in 1946. Most candidates mentioned the Truman Doctrine and Marshall Plan as important contributory factors in starting the Cold War after 1945.

Some candidates pointed out that Truman exaggerated the Soviet threat in Europe in order to force a Republican controlled US Congress to grant aid under the Truman Doctrine and Marshall Plan. To counter the argument in the question candidates mentioned the role of other individuals, most notably, Stalin. However, both Churchill and George Kennan were cited as contributing to the breakdown of East-West relations.

Although many candidates were able to identify the Revisionist historical view which highlighted the role of Truman, several candidates merely recited the different historical schools of thought on the outbreak of the Cold War without linking them directly to the demands of the question. Other candidates took the opportunity to write a general answer on the outbreak of the Cold War without clear references to the role of Truman. These answers did not score high marks.

### **Question 3**

This was the second most popular question in **Section B**. Most candidates were able to make an assessment of the success of containment. However, many candidates underachieved by producing narrative-chronological answers which only contained assessment either in the introduction or, more often, in the conclusion. Also, several candidates underachieved by referring only to part of the period cited in the question. The better answers were able to define containment and refer to its level of success in conflicts such as Korea, Latin America (in particular Cuba), Vietnam and the Middle East.

### **Question 4**

This question produced several first-class answers. It was clear candidates had been well-taught and were able to explain the motives behind Soviet relations with Cuba. The best answers were able to link Soviet-Cuban relations to the wider Cold War context. In doing so they analysed Khrushchev's political, diplomatic, strategic and economic motives. Although many candidates displayed some excellent factual knowledge, they underachieved by either concentrating solely on the 1962 Missile Crisis or on the period 1960-1961 without any reference to the Missile Crisis.



**Question 5**

This question proved to be moderately popular. Many candidates had a sound knowledge of events in China. However, much of this information was used in a narrative-descriptive or narrative-chronological way. Some candidates provided detailed, background information on the Maoist era as far back as 1959. Although contextual information about the period before the 1980s was valid, this information required balance, with an explanation of the 1980s and whether or not the crisis facing Chinese communism was 'serious'.

**Question 6**

This proved to be a popular essay option. In many cases excellent answers were produced which addressed the question directly. Many candidates were able to link the fact that the USSR was losing the nuclear arms race with the Cold War. Several mentioned the development of negotiations, instituted by Gorbachev, to reduce nuclear weaponry by the Superpowers. Others argued that the Cold War was affected by this development because it had adverse effects on the USSR economy which led directly to the end of the Cold War itself, firstly in eastern Europe in 1989 and, then, finally, with the collapse of the USSR in 1991.

**Question 7**

This question attracted a minority of candidates. Even so, it produced some excellent answers. Centres had clearly prepared their candidates well. Several candidates were able to mention, in some depth, the special favours offered to Japan by the United States following the end of the Second World War. These included the preferential trading status afforded Japan by the US in the American market, the 1947-9 'reverse course' policy of the USA towards Japan and the effect of very low defence costs imposed on Japan after 1945 through the Constitution and the US military 'umbrella'. These special favours were balanced against other factors such as the role of Japanese governments, the Japanese work ethic, business methods of the Zaibatsu and the ability of the Japanese to respond rapidly to changes in the international economy.

**Question 8**

This question was answered by a small minority of candidates. Invariably it was the final answer attempted. In most cases candidates wrote generally about the role of international aid to the Third World. References were made to the role of the IMF and World Bank but also to aid from individual countries and international banks. Only a small minority referred to the positive effects of international aid on such countries as the Asian Tigers or countries in Latin America such as Chile. Most candidates wrote generally about the adverse effects of aid, such as increasing Third World indebtedness, encouraging corruption or increasing the likelihood of destabilisation.

<b>Paper 9697/04</b>
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<b>The History of Tropical Africa, 1855-1914</b>
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**General comments**

All questions were well represented with the most frequently answered questions being, in order of popularity, **Questions 7, 3, 10, 1 and 8**. The least popular were **Questions 9, 2 and 6**.

As with previous sessions, the performance this year was variable. This was partly due to those candidates writing in a second language who had problems expressing themselves clearly. A few of these candidates wrote in a sophisticated style and organised their answers effectively, responding fully to all the questions' demands. A small group did not read the questions carefully and failed to distinguish between key command phrases, e.g. 'in East **and** West Africa' (**Question 1**) and 'in **either** East **or** West Africa' (**Question 5**). All except two candidates answered the required number of questions but often they did not respond to all the demands of the questions.

**Comments on specific questions****Question 1**

*Explain the survival of the overseas slave trade and domestic slavery in East **and** West Africa into the second half of the nineteenth century.*

This was a popular question. Good answers dealt with both the overseas slave trade and domestic slavery in both East and West Africa supporting their arguments with names of countries and rulers. Even the better candidates were not sure why the trade still continued and for how long; or where and why domestic slavery continued. Many candidates thought that slaves were taken to Europe to work 'on plantations and in factories'. Several weaker candidates wrote only about overseas trade from, and domestic slavery in, West Africa, ignoring East Africa altogether. The most common reason given for the survival of the overseas slave trade was the failure of British naval patrols to blockade the African coasts effectively.

**Question 2**

*Who were the Creoles and what were their achievements in West Africa? Why did British policy and attitudes towards them change in the last decade of the nineteenth century?*

Definitions of the origins of the Creoles were mostly very brief and not always accurate. Good answers mentioned a wide selection of achievements but did not always give names of the main achievers. Explanations of changes in British policy and attitudes were mostly very brief and incomplete.

**Question 3**

*'Tewodros II was a ruler with a vision.' How far, and why, did he fail to achieve it?*

This was another very popular but demanding question which only the good candidates could handle adequately. Statements of Tewodros's vision were mostly too brief and general and not always placed at the beginning of the answer. There was surprisingly little mention of the chaos of the 'Era of Princes' which Tewodros had to deal with in his early years as emperor. The better candidates showed good knowledge of his domestic reforms and their consequences. Few dealt adequately, however, with his foreign policy, particularly the reasons for his quarrel with Britain. 'How far, and why, did he fail to achieve his vision' produced little more than a sentence from many weaker candidates.

**Question 4**

*Why and with what results did Bismarck convene the Berlin West Africa Conference?*

The best answers explained why Bismarck became alarmed at the way changing European attitudes towards Africa after the mid-1870s were threatening to cause a European War by 1884. Major developments, triggered by Leopold II's activities in the Congo Basin stimulated rivalry amongst France, Britain and Portugal. De Brazza's treaty making with Makoko in 1880 followed in 1882 by Britain's occupation of Egypt seemed to bring the danger of a European war closer and Portugal suggested to Bismarck that he should convene an international conference to control the rivalries over claims and counter-claims to African territory. Bismarck, who was under pressure from German business leaders to show more interest in acquiring African colonies lost no time in calling a conference in Berlin which proceeded to lay down guidelines for future annexations of colonies in Africa. These included the defining of 'spheres of influence' for the major contestants, which now included Bismarck himself; and the need for would-be colonisers to establish 'effective occupation' of territory before staking a claim to it. Good candidates answered the 'Why' part of the question by arguing that these developments led Bismarck to convene the conference.

The response to 'with what results' was less well done. In general terms, many candidates briefly stated that their effect was to speed up the partition which became a scramble in the last years of the nineteenth century. Only a few of the better candidates gave a few examples to show how this was carried out on the ground by the main colonial powers in different parts of the continent.

**Question 5**

*Compare and contrast the factors which led to the spread of Islam and Christianity in **either** East **or** West Africa.*

This was one of the less popular questions. Most candidates approached it as is most appropriate for this type of question by a point-by-point identification of similarities and differences of relevant factors. Unfortunately, a few candidates spoiled their otherwise good answers by failing to notice that the question had to be answered with reference to **either** East or West Africa, not both.

**Question 6**

*'Railway construction was the key to economic growth in colonial Africa.' How far is this claim supported by the history of **either** East **or** Central Africa before 1914?*

This was one of the least popular questions. It was poorly answered by all candidates, very few of whom were able to give a description of the railway network in the chosen region as a background for the rest of the answer. Even if they knew the name of the 'Uganda Railway' they had no idea of its route before 1914 or why it was built. There was also very little accurate knowledge of the economic and other purposes served by the railways in the period.

**Question 7**

*Explain the failure of Samori Toure and the success of Menelik II in resisting European conquest of their territory.*

This was one of the most popular questions. It was well answered by the able candidates. The best of them demonstrated accurate and detailed knowledge of both rulers and used it effectively. Some treated it as a 'compare and contrast' question and this approach worked well to explain the failure of Samori and the success of Menelik. Analytical skills were well used in identifying reasons for success or failure; and in good answers there was a balance between the coverage of the two rulers.

Weak candidates omitted many vital points in the explanation. In Samori's case his major errors, like his attempt to capture Sikasso and his decision to resort to use force to make conversions to Islam, were not always mentioned. In Menelik's case his successful expansion of his territory as King of Shewa, and aspects of his successful diplomacy which helped to increase his military strength were overlooked. A few candidates even failed to mention the battle of Adowa and several answers gave no real analysis of the reasons for his victory over the Italians in the Adowa campaign. The role of Ras Alula, Menelik's able general, was rarely mentioned.

**Question 8**

*Africans who resisted Europeans, lost; those who collaborated, gained. Examine the truth of this assertion with reference to events in East **and** Central Africa.*

This was another popular question which, on the whole, was well answered. Almost all candidates challenged the assertion. This was expected; but the success of the challenges depended a great deal on the examples chosen to support the arguments. Several candidates had clearly not read the question carefully. A few of these chose some of their evidence from West Africa (not permissible here) whilst others failed to provide some balance between East **and** Central Africa. It was good to see how many candidates pointed out that Lobengula, often portrayed as a 'resister', initially tried very hard to collaborate with European concession seekers and meet their requests. Several candidates used the MajiMaji Rising to point out that the 'resisters', though defeated, caused the Germans to modify and reform their oppressive administration. The commonest point made in the conclusions was that, with the obvious exception of Menelik (Ethiopia was accepted as part of East Africa), both resisters and collaborators were ultimately losers in the sense that they lost their independence.

**Question 9**

*Explain the emergence and assess the achievements of nationalist movements in British and French West Africa before 1914.*

This was the least popular question on the paper. Most of the candidates who attempted it came up with a very mixed selection of 'nationalist' movements of different types. Given the fact that 'nationalism' and 'nationalist' are terms that have different meanings in different places at different times all were accepted whether they were initial primary resistance movements or secondary resistance movements of western educated elites. The best answers placed the different types in context, briefly identifying the differences between the various types and their particular aims. A few candidates included a lengthy section on African independent churches as examples of cultural nationalism. These also were accepted since 'nationalist movements' in the title was not defined more specifically. Several candidates failed to include any examples of nationalist movements in French West Africa which meant that their answers were incomplete responses to the demands of this question.

Assessment of achievements was mainly confined to the activities of secondary resistance movements like the Aborigines Rights Protection Society, and, when any were included, the African Independent Church Movements. Assessment of the achievements of primary movements were very brief.

**Question 10**

*Why did the British use the system of Indirect Rule to administer most of their African colonies after 1900? What were the strengths and weaknesses of this system?*

This was one of the most popular questions. It produced essays of very different quality ranging from very full, comprehensive ones to a few weak answers which showed limited knowledge and understanding of the system and the reasons why it was adopted by the British. A few of the best answers pointed out at the start that Indirect Rule was not a rigid, monolithic system but one which to a large extent depended on what it replaced.

Inevitably, answers fell into three sections: why it was adopted, followed by an analysis of its strengths and weaknesses. In weak answers, the first section tended to be dominated by the fact that it was a cheap system to operate. Many other reasons, however, were given in some of the best answers. The dominance of the cost factor was further increased when it was also listed as the main strength of the system.

A few answers were flawed by the fact that they were answered entirely in the context of West Africa, or even Nigeria alone. Although it is true that many of the strengths and weaknesses could be illustrated from its success or failure in different parts of Nigeria, the presence of the words 'most of their African colonies' in the title should have alerted candidates to the need to include in their answers some examples from other parts of the continent.

**Paper 9697/05**

**Paper 5 History of USA, c. 1840-1968**

**General comments**

The overall standard was satisfactory with a significant minority producing good or very good scripts. What distinguished these better candidates was a willingness to confront questions directly and relevantly in a structured, analytical or explanatory manner, instead of relying on straight narrative answers, too often ignoring the question posed.

The source-based question gave some cause for concern. Far too often responses simply summarised the contents of the sources with few candidates linking them to the wider context of the events of the period 1846-61.

With regard to the essay questions, the great majority of candidates obeyed the rubric with relatively few failing to answer three questions. Too often there was a tendency to put down all the information the candidate knew on the topic with little regard to what the question required. In the case of one question (**Question 4**) the central point of the question was completely ignored by almost all of the candidates who attempted it.

**Comments on specific questions****Question 1**

It was disappointing that fewer candidates than last year discussed both the evidence for *and* against the contention, or related it to the wider political contest. Most candidates correctly observed that Sources A-D were all part of the US Senate election campaign of 1858; few noted that Douglas won the election (if not the argument) and none seemed aware that, unlike the House of Representatives, Senate elections were not decided by popular vote, but by the State legislatures; hence the Senators were indirectly elected by the people. Also, the heated controversy over the Dred Scott case, which provided the background to the campaign, was not widely examined, and Lincoln's views in particular tended to be portrayed in a rather simplistic fashion. The Kansas-Nebraska Act of which Douglas was the joint sponsor was often discussed in relevant and interesting terms. However, the hypothesis was often avoided rather than answered. Most candidates did nevertheless come to a relevant conclusion though usually asserted rather than supported by evidence.

**Question 2**

A very popular question but too often the time parameters were ignored with far too many dealing directly at length (not just as background) with the 1830s and fading away long before 1896. The dominant theme was usually on the sufferings and tribulations of the Native Americans at the hands of the soldiers and settlers, with little evaluation of the Federal Government's policy towards them. It was probably the case that after 1865 the plight of the Native Americans featured very little in government thinking and priorities. The massacres of buffalo herds on which Indian culture depended, was well handled, as was the effect of the transcontinental railroads in encouraging vastly increased settlement and cultivation of the vast interior of the US. Some candidates appositely mentioned Turner's "frontier thesis". The concept of Manifest Destiny was frequently discussed at length though the implications of this were not always followed through, in particular its indifference to the rights of Mexicans and Native Americans who were the existing inhabitants of the North American landmass.

**Question 3**

A very popular question. A common fault was dealing with the battle itself in far too much detail though many candidates made interesting comparisons with the earlier battle of Antietam. Few responses seemed to grasp that before Gettysburg the Confederacy seemed to have the upper hand in both fighting a defensive war on its own territory with interior communications and with its earlier military successes. Britain and France seemed to be seriously considering recognition of the Confederacy but Gettysburg marked the high water mark of Southern aspirations. Thereafter time was on the Union side with its huge advantages in population, industrial resources and the naval blockade. Success however proved a long time coming and once conscription was introduced into the North war weariness increased. As late as August 1864 Lincoln was reconciled to defeat in the forthcoming Presidential election which would have led to a negotiated peace, hence de facto Southern independence. Grant's capture of Atlanta on September 2nd transformed the whole situation. Few candidates discussed the above themes in any depth or detail but seemed content to recycle learnt material on the war and apply it to the topic. As is often the case the proposition in the question can be argued both ways but what matters is the quality of the argument and the evidence.

**Question 4**

None of the responses was relevant and all were disappointing. No answer dealt with the central theme that of the creation and development of American trade unions and political organisations based on organised labour such as the IWW or the Socialist Party. Instead there was general discussion on American capitalism and big business with the rapid development of the economy in this period. Some candidates dealt with Populism which was only very marginal to the topic. The reason for the weakness of American unions lay in mass migration of impoverished people prepared to work for long hours and low wages, the much greater opportunities for economic advancement in the US, the hostility to labour organisation of employers, State and Federal Governments and the whole legal system. The prevailing culture of laissez-faire and rugged individualism was affronted by attempts to form closed shops and the use of strikes to win concessions. The only President that showed the slightest sympathy with organised labour was Theodore Roosevelt.

**Question 5**

This was the most popular question. Answers were usually unstructured relying on quantity rather than quality and narrative rather than analysis. There were three wings to the Civil Rights movement; the first was the long-established NAACP which relied heavily on funds from white liberals to mount legal challenges to segregation and discrimination in the courts. The triumphant climax of the long haul was the famous Brown case which overruled the 1896 case of Plessy v Ferguson which had enshrined the doctrine of "separate but equal". Brown by a unanimous judgement of all nine Justices ruled that segregation in state schools was unconstitutional and that desegregation should proceed "with all deliberate speed". However, fifteen years later the great majority of Southern schools were still segregated so not surprisingly new tactics and strategies came to the fore, lead by the charismatic Baptist minister, Martin Luther King. He used direct confrontation with the forces of law and order in the Deep South but was strictly non-violent in character. He displayed great skill in wooing the media and TV coverage of police brutality brought home to millions of Americans the plight of Black Americans in the Southern states. He also showed great skill in winning the support of Democratic politicians and loosening the hold that senior Southern Congressmen and Senators had in being able to prevent Civil Rights Bills. One of his most famous campaigns was the boycotting of public transport in Montgomery, Alabama following Rosa Parks's refusal to vacate her seat for a white man. His huge Freedom Marches in the South and the famous March on Washington highlighted Civil Rights and gave it an international dimension deeply worrying to the US Federal Government. However, progress remained very slow with African-Americans having much lower living standards than other groups. In the 1960s much more militant tactics were employed by new groups with a variety of more aggressive Black leaders, where the centre of attention shifted to the Northern cities. Few responses dealt convincingly with these different strands; what was more serious was a reluctance to measure effectiveness as required by the question. Clearly King became an international leader and one of three Americans to have a Public Holiday named after him. However it could be argued that it was Lyndon Johnson who was primarily responsible for Civil Rights getting through. Malcolm X's aggressive tactics and policies kept the race issue to the forefront of politics, but also provoked a much greater backlash among white voters who comprised the overwhelming majority.

**Question 6**

A well answered question. Most answers argued that, given the unprecedented nature of the American economic collapse, completely new approaches were called for as the orthodox ones had clearly not worked. They argued with some conviction that FDR in trying a number of quite different policies to cope with the crisis was showing imagination and daring, singularly lacking in his three predecessors. Few answers focused on the central factor of the President's own masterly skill in communicating confidence and hope even when nothing seemed to be working. Many candidates got bogged down with the details of the different agencies and legislation. Nearly all candidates distinguished between the first and second New Deals and surprisingly few examined how successful the New Deal was in restoring prosperity. Nor did many candidates point to consistent interventionism by the Federal Government as the central characteristic of the New Deal which marked a dramatic change in the relations between government and business.

**Question 7**

Rather surprisingly most answers did so in the affirmative, considering, for example, Wilson's entry into World War 1 as a success rather than a failure. No-one put forward the view that the US had profited so much from neutrality by credits and loans to the Allies and trade that it could not afford to see the Allies lose. Wilson's famous 14 Points were taken very much at face value rather than as evidence of liberal idealism whose application to the real world in 1917 was problematical. Candidates' treatment of Wilson's role in the Versailles Treaty and the League of Nations was patchy. The League was very much Wilson's creation though flawed by excluding two of the Great Powers, Germany and Russia, from membership and by naïve assumptions. Most candidates accurately assessed that his high-handedness and arrogance made it unnecessarily difficult to secure bipartisan support for the Treaty and the League. The rejection of these by the Senate signalled a failure of Wilson's policy and this was endorsed by the election of Warren Harding as President in 1920. Some better candidates dealt with Wilson's Latin American policies before 1914.

**Question 8**

There was only a small number of answers of mediocre quality. What was required was to look at two different factors. First the changing status of women in the time period and secondly the reasons for these changes. The biggest single change was the entry of the majority of women into the workforce, and with this greater female entry into higher education and the professions, though not business. Families grew much smaller and divorce became both more common and acceptable. The main reason behind these changes was the result of the Second World War where women had contributed massively to the economy and had acquired greater freedoms and responsibilities with millions of men overseas for very long periods. The fact that women constituted the majority of voters meant that politicians had to put forward policies attractive to them, though female entry into State and Federal office remained very low in this time period.