

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level and GCE Advanced Level

**MARK SCHEME for the May/June 2009 question paper
for the guidance of teachers**

9697 HISTORY

9697/03

Paper 3, 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 May/June 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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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 that 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.

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Section A

1 THE UNITED NATIONS AND THE KOREAN WAR

	Content	Analysis L2–3		EVALUATION	L4–5	
A	UN source	Suggests that UN made the decision to get involved with both USA and USSR partly to blame	N	X Ref with C and D	Source's utility limited because of provenance	Y/N
B	Contemporary Soviet source	Highly critical of UN role and sees it as puppet of USA	Y	X ref with E	Source takes negative view but is a contemporary Soviet view after outbreak of war	Y
C	Contemporary US source	Takes the view that UN was primarily responsible for UN involvement	N	X Ref A and D	Source is from US president who might be attempting to justify US position.	Y/N
D	Secondary US source	Takes a balanced view stating that UN had to take decisive action and USA had to do make Un do it.	Y/N	X ref with A and C	Source written in hindsight as an attempt to justify US actions	Y/N
E	Secondary North Korean Source	Takes view that US used UNO as a puppet	Y	X ref with B	Source from N Korea, which is totalitarian regime under threat from US in 2003 over nuclear programme. Sees US as a constant threat.	Y
	On balance, assertion is not supported					

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

These answers will write about the role of the UN and USA in the Korean War 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.

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Section B

2 How far was Truman personally responsible for the development of the Cold War in Europe to 1949?

This question offers candidates the opportunity to assess the role of US President Truman in the development of the Cold War from 1945 to 1949. In doing so, candidates may mention the historical debate on the causes of the Cold War. They may refer to traditional, revisionist and post-revisionist views.

On the role of Truman, candidates may mention his aggressive style; the Truman Doctrine and Marshall Plan; Truman's role in the Berlin Blockade and the creation of NATO in 1949. They may contrast Truman's style and policies with those of his predecessor FDR.

Candidates may also wish to contrast Truman's role with that of US policy in the sense that up to April 1945 FDR was in charge. From 1945 to 1946, Truman's policy was in formation and therefore Truman had limited impact personally on the development of the Cold war. From 1947 with the Truman Doctrine and the Marshall Plan, Truman's policy of containment played a major role in the Cold War's development. They may mention Truman's role in the practical application of containment in the Berlin Blockade 1948–49 and the formation of NATO 1949.

Candidates may also counter the assertion in the question through reference to the historical debate which also highlights, in the traditional and post post-revisionist view the importance of Stalin and the USSR in developing the Cold War. They may also mention the post revisionist view which highlights the concepts of misjudgement of the motives of each superpower by the other.

3 'The US policy of containment was a failure in the years from 1950 to 1975.' How far do you agree?

This question offers candidates the opportunity to assess the US policy of containing communism.

They may state that between 1950 and 1975, communist states were created in North Vietnam in 1954 and subsequently in all former French Indo-China by 1975. They may also mention the creation of Marxist states in the former Portuguese colonies in Africa by 1975. They may mention the 1959 Cuban Revolution which led to the creation of a communist regime by 1961.

The counter argument may involve the view that, apart from Cuba, the US prevented the creation of Marxist states in Latin America (e.g. Guatemala in 1954 and Chile in 1973). In Europe communism was contained successfully throughout the period. This was also the case in east Asia and south Asia.

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4 'Neither the USSR nor the USA gained anything from involvement in the Arab-Israeli Conflict from 1948 to the Camp David Accords.' How far do you agree?

This question offers candidates the opportunity to assess the nature of the Arab-Israeli conflict and its link to the globalisation of the Cold War. To support the assertion in the question, candidates may mention that the conflict became an aspect of the Cold War. By the 1960s, the USA was the main supporter of Israel and the USSR of Arab States such as Syria and Egypt. The Yom Kippur War of 1973 was the high water mark of this aspect of the conflict. The USA and USSR were heavily involved in both the supply of military equipment and in the diplomacy which brought the war to an end.

However, candidates may state that in the earlier part of the conflict (1948–70) the conflict was more a regional conflict. At that stage, France was Israel's main supporter. This issue is illustrated by the Suez Crisis of 1956 where both the USA and the USSR condemned Anglo-French involvement.

However in 1978–79 under the leadership of US President Carter, Sadat of Egypt and Begin of Israeli signed the Camp David Accords. This brought peace between Egypt and Israel. The diplomacy was a triumph for the USA and followed on from Kissinger's successful diplomacy at the end of the Yom Kippur War.

5 'Deng Xiaoping's reforms created more problems than they solved in China.' How far do you agree?

This question offers candidates the opportunity to assess the impact of Deng's reforms. The economic reforms brought to an end the command economy of the Mao era. It involved creation of SEZ (Special Economic Zones) and TVEs (Town/village enterprises). Collectivisation of agriculture came to an end. On the positive side, by 1991, China had begun a process of rapid industrialisation which increased economic wealth for China. However, it also causes mass migration to cities and led to inequalities in economic development between east and west China. Process also involved major increase in pollution. A major impact was the growth of opposition to communist rule, culminating in the Tiananmen Demonstrations of 1989.

6 How important were SALT I and SALT II to the limitation of nuclear weapons in the period from 1970 to 1989?

This question offers candidates the opportunity to discuss the significance of the SALT treaties in the nuclear arms race. Candidates may state that the treaties were the first significant step in controlling the development of nuclear weaponry. SALT I limited the development of ABM systems. SALT II also limited development of weapons. However, SALT II was not ratified by the US Senate and its significance was overshadowed by the Soviet invasion of Afghanistan. From 1979 the USSR developed theatre weapons such as the SS20 and the US deployed the Pershing II and Cruise missiles in central Europe. More significant was the Reagan/Gorbachev period of 1985–89.

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7 'The World Bank and IMF have ensured economic stability in the international economy in the years from 1945 to 1991.' How far do you agree?

This question offers candidates the opportunity to discuss the role of the World Bank and IMF in the development of the international economy from 1945. Both institutions were central pillars of the Bretton Woods system. They helped stabilise the international economy by supporting countries in economic difficulty and in encouraging economic development in the Developing World. The UK benefited from IMF support from 1975 to 1978 as an example.

However, the IMF has been criticised for forcing Developing countries into severe economic policies which have caused social hardship and political instability. Both institutions have been accused of encouraging Developing World debt in the 1970s and 1980s.

8 To what extent was government involvement the reason for the rise and success of Asian Tiger economies?

This question offers candidates the opportunity to discuss the reasons behind the growth of Asian Tiger economies. Economies which are likely to be cited are South Korea, Taiwan, Hong Kong, Singapore and possibly Malaysia.

Candidates may state that in each of these countries economic conditions were created to encourage inward investment and domestic enterprise in terms of banking/interest rates and government sponsorship of enterprise.

They may also state that culturally each state had a strong aspirational desire to support free enterprise capitalism. This was supported by government policies on the encouragement of education, in particular education linked to the enterprise culture. Finally, candidates might refer to strong work ethic in each state and how this contributed to success.

To counter the argument candidates may mention the favourable economic conditions in the 1970s and 1980s where the western economies in North America and western Europe suffered difficulties. Also, they benefited from the electronics/ICT revolution which allowed each to benefit from new product markets. Finally, each state had labour conditions which gave each of them a major advantage over their western and Japanese rivals.