

MARK SCHEME for the May/June 2008 question paper

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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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 2008 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 more 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.

[Note: all papers are to be marked using the generic marking bands for source-based and essay questions.]

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Section A

1 Source-based question: THE ROLES OF THE GENERAL ASSEMBLY AND SECURITY COUNCIL

L1 WRITES ABOUT THE HYPOTHESIS, NO VALID USE OF SOURCES [1–5]
 These answers will write about the roles of the UN General Assembly and the UN Security Council 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, e.g.

EITHER

I think the UN General assembly played a very important role in maintaining peace because of information set out in Source C which allowed the UN General Assembly to act if there was deadlock in the UN Security Council.

OR

I think the UN Security Council was more powerful. This is stated in Source A and also in Source B where the permanent members of the UN Security Council, in particular, and the Security Council in general were given the power under the UN Charter to maintain international peace.

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, e.g.

Source A both supports and disconfirms the hypothesis. It points out that the Security Council was charged under the UN Charter with maintaining peace but the views of the General Assembly members ought to be taken into consideration.

Source B suggests that although the Security Council has responsibility in this field the Belgian delegation had reservations about the use of the veto on the process.

While Source C suggests that when the Security Council is deadlocked the General Assembly can take over responsibility.

Source D also notes that General Assembly had taken action 10 times since Korea while Source E suggests that this was a ‘forgotten power’ of General Assembly.

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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, e.g.

Source A was written in 1946 and therefore had limited value in assessing roles between 1945 and 1991. It was produced by the President of the General Assembly so he would support role of General Assembly.

Source B was also written in 1946 so offers limited perspective on whole period. Produced by a delegate from a small country which was concerned about the power of five great powers in Security Council.

Source C was a resolution of the General Assembly. Legalistic tone and style stating clearly role of the General Assembly.

Source D is by a journalist writing in 2003 and gives historical perspective on role of the General Assembly.

Source E, also written in 2003, is by a journalist who wishes to see greater use of the Uniting for Peace Resolution. Motive for writing article.

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.

For example, the hypothesis could be altered to suggest that Security Council had a clear mandate for maintaining international peace but was assisted, on occasion by the General Assembly when deadlock had occurred in the Security Council.

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Section B

2 Consider the view that the USSR was more responsible than the USA for the outbreak and development of the Cold War in the period from 1945 to 1949.

Candidates have the opportunity to assess the reasons behind the outbreak of the Cold War in relation to the roles of the two superpowers. In doing so, candidates can link their analysis with the on-going historical debate on the causes of the Cold War.

To support the view that the USSR was more responsible candidates may refer to the traditional/orthodox and post post-revisionist schools of thought which highlight the importance of Soviet expansionism. They may cite the alleged failure of Stalin to meet his obligations agreed at Yalta, in February 1945, in particular, those obligations linked to Poland. Candidates may cite the communist takeover of eastern Europe in the years 1945–1948 culminating in the takeover of Czechoslovakia and the foundation of the German Democratic Republic. They may also mention the Soviet pressure placed on Turkey and the attempted communist takeover of Greece in the Greek Civil War. Finally, candidates may focus on the Berlin Blockade as evidence of Soviet responsibility.

To counter the argument candidates may wish to mention the revisionist view that Truman's lack of experience and aggressive style helped exacerbate superpower relations. They may mention Truman's role at Potsdam, the Truman Doctrine, the Marshall Plan and the creation of NATO as examples of US policy which helped cause the Cold war.

Finally, candidates may mention the post-revisionist view where both sides misinterpreted and misunderstood the motives of the others thus resulting in shared responsibility.

3 How far was the USA's policy of containment responsible for the globalisation of the Cold War in the period from 1950 to 1985?

Candidates are expected to explain the global expansion of the Cold War from 1950. They could mention that containment was the main cause. NSC-68 and the Truman Doctrine forced the USA into a global stance against the development of communism even where local regional conflicts were more to do with nationalism than support for global communism. US involvement in the Korean War; the US involvement in Indo-China culminating in the US-Vietnam war of 1963–1973; opposition to communism in Latin America, in particular Cuba and US involvement against left-wing regimes in Africa all suggest that containment helped globalise the Cold War. In supporting their arguments candidates may refer to the US belief in the domino theory, in particular in relation to Southeast Asia.

To counter the view candidates may state that the alternative US policy of roll back was more to blame in such areas such as Cuba, Guatemala and Chile.

They may also state that both Soviet and Communist Chinese expansionist policy forced the US and its western Allies to react to communist actions e.g. Congo, Angola, Mozambique, Afghanistan etc.

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4 ‘Too little, too late.’ Consider this view of US intervention in Vietnam.

Candidates will be expected to assess the nature of US involvement in Vietnam. In support of the view ‘too late’, candidates may state that by 1963 the South Vietnamese state was on the verge of collapse. All that US intervention achieved was to delay the inevitable until 1975. The period of the French War and the 1954–63 period allowed communist forces to consolidate themselves not only in North and South Vietnam but also Laos.

In support of the view ‘too little’, candidates may state that US strategy was to fight a ‘limited war’ which did not utilise US military power effectively. Operation Rolling Thunder did not attack targets in Hanoi and Haiphong. It was not until the Linebacker raids of 1972 that full force of B52 raids on the North began to have a major effect on North Vietnam.

Also the gradual build up of troops from 1965 to 1968 merely contained Viet Cong and NVA military activity – it didn’t defeat it.

To counter the argument candidates may state that the US followed the wrong military/diplomatic strategy; misunderstood the nature of the Vietnamese Civil War; failed to force the ARVN government to make necessary reforms to win ‘hearts and minds’ of the population.

5 ‘Internal factors were more important than external factors in explaining the collapse of the USSR in 1991.’ How far do you agree?

Candidates will be expected to assess the reasons for the collapse of the USSR in 1991. In doing so, they will need to compare internal against external factors.

Internal factors include the economic and social collapse of the Soviet system. This was exacerbated by Gorbachev’s policies of glasnost and perestroika which failed to address economic decline and created a split within the CPSU.

They may also mention the rise of nationalism within the USSR in areas such as the Baltic States, Ukraine, the Caucasus and within the RSFSR in areas such as Checheno-Ingushetia and Tartarstan.

Candidates may also mention the impact of Yeltsin on undermining the Gorbachev regime, in particular from 1990 onwards.

Finally, candidates could mention the failed communist coup of August 1991 as the immediate reason for the collapse of the USSR into the CIS.

In assessing external factors candidates may mention the adverse effects of the arms race on the USSR. By the mid-1980s the USSR could no longer compete with the USA.

This could be linked with the collapse of communist rule in eastern Europe, in particular in 1989 with the Velvet Revolution and the fall of the Berlin Wall.

6 How successful were the two superpowers in controlling the development and spread of nuclear weapons in the period from 1949 to 1991?

Candidates have the opportunity to assess the role of the two superpowers from the explosion of the Soviet atomic bomb until the end of the Cold War.

They could mention the Partial Nuclear Test Ban Treaty of 1963; the Nuclear Non-Proliferation Treaty of 1968; the SALT treaties of 1972 and 1978 and the Intermediate Nuclear Arms treaties of the 1980s under Reagan/Bush and Gorbachev. In assessing the role of the superpowers candidates may mention that the Cold War led to a nuclear arms race with development of the H Bomb; the ICBM and submarine launched missiles and ABM systems which all led to the development and growth of nuclear arsenals. However, the counter claim could be made that both powers attempted to limit the testing and spread of weapons from the 1960s. In the 1980s the two powers made great strides in reducing their nuclear arsenals.

Also candidates could mention that both powers failed in their attempt to limit growth with Britain, France and the PRC all joining the nuclear club by the mid 1960s, to be followed by India, Pakistan, Israel and South Africa.

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7 How far did the USA's role in the world economy change in the period from 1945 to 1991?

Candidates will be expected to assess the role of the USA in the world economy over time. They could mention that, in 1945, the USA dominated the world economy. Two major rival economies, Germany and Japan, had been devastated by war; the UK was virtually bankrupt, western Europe was also adversely affected by ravages of war. The US dominated the Bretton Woods world economic system: the dollar was the benchmark for the international exchange rate system; World Bank was based in Washington DC and the USA dominated the IMF.

After 1950 US dominance was challenged by the following: the recovery of the West German and Japanese economies and the recovery of western Europe and the creation of the EEC. By 1972 the US was under pressure through excessive military spending to lead the move to suspend the fixed exchange rate system through the Smithsonian Agreement. Also in the 1970s the US economy was adversely affected by two major oil crises and the decline of smokestack industries such as steel and textiles. In the 1980s US dominance was threatened by the rise of Asian Tigers of the Pacific rim.

However, candidates might say that although features of US dominance changed, the US remained the major world economy, although not as dominant as in 1945.

8 To what extent were the problems facing the Third World, in the period from 1960 to 1991, caused by the activities of multi-national corporations?

Candidates are expected to assess the role of multi-national corporations in causing problems in Third World. Problems could include exploitation of natural resources of Third World e.g. Rio Tinto Zinc in Africa, US oil producers across the Third World; the exploitation of labour with corporations such as Nike using child and female labour; the exploitation of political tension to gain economic advantage such as AT and T in Chile.

Against the role of multi-corporations candidates may offer other factors such as political corruption; natural disasters such as flood, drought and famine, political instability, population growth etc.

Candidates may also state that multi-national corporations helped develop Third World economies such as Mexico and Nigeria.