

MARK SCHEME for the June 2004 question papers

9697 HISTORY

9697/01	Paper 1 (Modern European History, 1789-1939), maximum mark 100
9697/03	Paper 3 (International History, 1945-1991), maximum mark 100
9697/05	Paper 5 (The History of the USA, c.1840-1968), maximum mark 100
9697/06	Paper 6 (Caribbean History, 1794-1900), maximum mark 100

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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 discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.



Grade thresholds taken for Syllabus 9697 (History) in the June 2004 examination.

	maximum mark available	minimum mark required for grade:		
		A	B	E
Component 1	100	72	66	43
Component 3	100	72	66	43
Component 5	100	72	66	43
Component 6	100	72	66	43

The thresholds (minimum marks) for Grades C and D are normally set by dividing the mark range between the B and the E thresholds into three. For example, if the difference between the B and the E threshold is 24 marks, the C threshold is set 8 marks below the B threshold and the D threshold is set another 8 marks down. If dividing the interval by three results in a fraction of a mark, then the threshold is normally rounded down.

GENERAL MARKING INSTRUCTIONS

1. Marking scheme provides an outline of possible answers. Credit all acceptable material.
2. The marking scheme for the source-based question (Question 1) contains descriptions of marking levels. For the essay questions (Questions 2-8) the general band descriptions are included after this page.
3. When working, please indicate where material is being given credit, and irrelevant or wrong material. Brief comments on questions which are difficult to assess will be helpful.
4. Check and record marks carefully in accordance with the instructions. NB assessment Objectives.
5. Question 1, Candidates will be expected to evaluate and interpret source material as historical evidence and demonstrate facility in their use.
6. Marking bands on essay questions on Page 2 of Marking Instructions. Questions 2-8, candidates will be expected to:
 - (1) Demonstrate an understanding of the complexity of issues and themes within a historical period;
 - (2) Distinguish and assess different approaches to, interpretations of, and opinions about the past;
 - (3) Express awareness of historical concepts such as change and continuity, cause and effect in the past;
 - (4) Present a clear, concise, logical and relevant argument.
7. Examiners should follow procedures in 'Examiners' Instructions'.

ADVANCED LEVEL HISTORY: MARKING BAND FOR ESSAY QUESTIONS

Examiners will assess which marking band best reflects the quality of the answer. They should not expect answers to show all the qualities included within the band description. The choice of mark within the band will depend on the quality of the analysis and the amount of supporting information. Essay bands 1-3 will clearly be question-focused, whereas answers in lower bands will show a focus is not sufficient in itself to place an essay in bands 1-3; this must also be accompanied by sufficient accurate, relative supporting material.

Band	Marks	Quality of the answer
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 appropriate factual material. The writing will be accurate. At the lower end of the band, there may be some weaker sections to the answer, but the overall quality will show that the candidate is in control of the argument. The best answers must achieve 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 a good solid answer has been provided. The writing will be mostly accurate.
3	16-17	Essays will reflect a clear understanding of the question, and constitute 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 narrative or descriptive passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance or depth of factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence. The writing will be generally accurate.
4	14-15	Essays will indicate attempts to argue relevantly, though often only 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 organized more effectively. The writing will usually be accurate.
5	11-13	Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the demands 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. The writing may show some accuracy but there will be frequent errors.
6	8-10	Essays will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries which 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. The writing will show significant weaknesses.
7	0-7	Essays will be characterised by significant irrelevance or arguments which do not begin to make significant points. The answers may be largely fragmentary and incoherent. The writing will show very significant weakness. 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.

June 2004

GCE AS AND A LEVEL

MARK SCHEME

MAXIMUM MARK: 100

SYLLABUS/COMPONENT: 9697/01

HISTORY

Paper 1 (Modern European History, 1789-1939)



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SECTION A

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

1 Source-based Question: The Origins of World War I, 1870 – 1914

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

These answers write generally about the Morocco crisis but will ignore the key issues in the question, i.e. they will not use the sources as information / evidence to test the given hypothesis. For example, they will not discuss *'Germany's policies in the Morocco Crisis (1911) were unreasonable.'* Include in this level answers which use information taken from the sources but only in providing a summary of views expressed by the writers, rather than for testing the hypothesis.

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.

For example, 'Germany's policies in the Morocco Crisis were unreasonable. Source A says that Britain recognised France's rights in Morocco but this did not threaten Germany's position. In Source B, the German Foreign Secretary defends Germany's position and states that Germany should stand firm on Morocco. The Kaiser was anxious that the danger of a crisis should not get out of hand, as is shown by Source C but the danger that the German politicians were causing is clear. Source D explains how the Agadir incident offended the British government unnecessarily. Therefore, most of the Sources support the hypothesis.' Or alternatively, 'Germany's policies in the Morocco Crisis were not unreasonable. Source A shows that Britain and France made an agreement about Morocco that ignored Germany. Source B shows that the German Foreign Secretary was willing to compromise. Source C indicates that William II did not fully support the policies of his ministers towards Morocco. Tirpitz, in Source D, confirms that some German leaders thought Germany's policies to be unreasonable and Source shows why Lloyd George believed that Britain should defend its position as a world power.'

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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 disconfirm it. However, sources are used only at face value.

For example, 'There is evidence for and against the claim that Germany's policies in the Morocco Crisis were unreasonable. Evidence for the claim is that Britain was anxious to stabilise the position in North Africa by allowing France a dominating role in that region and there is no mention of war in the Entente Cordiale. Source D proves that the German Naval Minister recognised the damage that was done by his country's intervention in Morocco whilst Source E shows that a member of the British government was being defensive about British world interests. Evidence against the claim is that Source B shows that the German Foreign Secretary was willing to compromise on some of his country's demands. Source C describes the Kaiser as being concerned that his ministers were adopting. In Source E, Lloyd George was threatening a major war because of the Morocco dispute.'

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 face value.

For example, 'It is more accurate to conclude that Germany's policies in the Morocco Crisis were unreasonable. The Entente Cordiale was an attempt by Britain to resolve its dispute with France alone over North Africa where Germany had no previous interests. It is important to note that Kiderlen-Wächter was talking to "an extreme German nationalist" and emphasising that Germany's policy in Morocco would satisfy the wishes of nationalists, perhaps to please public opinion. He might have been exaggerating and his statement shows a willingness to compromise but the underlying tone of the extract is aggressive. The criticism of German policy in Source D is convincing because Tirpitz was an important German naval official; his willingness to criticise his government is therefore important and revealing. Source E is useful because Lloyd George's speech was only delivered after the German gunboat, Panther, had been sent to Agadir.'

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- L5 BY INTERPRETING AN EVALUATING SOURCES IN CONTEXT, FIND 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 conformation and disconfirmation are done at this level).

For example, (L4 plus) '...However, some sources do show that Germany's policies in the Morocco Crisis were not unreasonable. Source C is particularly important because it is a reliable account of the Kaiser's views because the words are his handwritten notes and he is criticising the policies of his Foreign Minister. William II was important in making German foreign policy and therefore events in Morocco should not have been seen as a major challenge to British power if he did not wish his country to have been so. Source D also points in this direction because Tirpitz claimed that Morocco was the only serious crisis between Britain and Germany in the ten years before the beginning of World War I. His Memoirs were written after the war and therefore might not be completely reliable because he would be trying to justify German policy but, as a major German official, his attempt to play down the importance of the Morocco issue is important.'

- L6 AS L5, PLUS **EITHER** (a) EXPLAIN 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 challenging or supporting the claim is more justified. This must involve a comparative judgement, i.e. not just why some evidence is better, but why some evidence is worse.

For example, 'Although there is evidence in the Sources both to challenge and support the claim that Germany's policies in the Morocco Crisis were unreasonable, the most convincing case supports the claim. Source A shows that Britain had conceded the most important role in Morocco to France several years before the crisis of 1911 and Germany would have known this. It was therefore a direct challenge to both Britain and France for Germany to intervene in that region. Source B is useful as a private conversation that shows how the German Foreign Secretary was supporting the extreme views of nationalists in his country. The Kaiser's alarm in Source C is very revealing. Although Tirpitz criticised German policy in Source D, his Memoirs really proved that the British reaction was justified and that the policies of his Foreign Secretary were unjustified. In Source E, Lloyd George was correct to claim that he would prefer to solve problems by negotiation and that Britain wised to maintain its role in the world. He emphasises his commitment to peace, even after Germany's actions in Morocco.'

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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, 'An alternative explanation is that there was confusion between Britain and Germany about the seriousness of the Morocco crisis. On the one hand, Britain took the affair too seriously. Source B might be seen as exaggerating German ambitions because a private conversation did not necessarily represent official German policy and Source C shows the alarm of William II about developments in North Africa and their implications for peace. Source D shows that German politicians underestimated the effects of their policies in Morocco and it is very important because of its provenance. Tirpitz claims that the crisis involved misunderstanding and carelessness. On the other hand, Germany did not consider Britain's interests sufficiently. These are shown in Source A, an agreement over Morocco **between** Britain and France that did not threaten Germany in 1904. Source B shows that Kinderlen-Wächter was willing to encourage the extreme policies of German nationalists. Tirpitz, in Source D, provides a criticism of German policy which is unusually frank when it is considered that he was such an important German naval official. The importance of Morocco to Britain, and the effects of German intervention, are proved by Lloyd George's speech in Source E. German politicians could have anticipated his reaction.*

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SECTION B

Essay Questions

2 How far did Napoleon Bonaparte achieve his aims in domestic policy?

The key issue is Napoleon's success in achieving his aims in domestic policy. The question is deliberately worded to exclude discussion of foreign policy and this will be irrelevant unless referred to briefly in an introduction or conclusion. For example, a good point would be that Napoleon achieved power largely by conquest and was then brought down by failure abroad, not by internal opposition. But this does not mean that victory and defeat abroad must be described in detail. Answers can be awarded 11-13 marks when they contain relevant but basic descriptions of domestic policy. These answers will give little consideration to Napoleon's aims and will probably be very uncritical. Fuller descriptions but with a similar approach can be awarded 14-15 marks. The 16-18 band will require some specific study of aims although these might be treated broadly; the description will be quite full. The discriminating factor for the 19-21 band will be the concentration on aims and their achievement although the essays will contain some gaps. For example, they might be very one-sided. More complete assessments that consider alternatives can be awarded 22-25 marks. Napoleon aimed at personal power and he secured this from 1799, with the Consulate, and then 1804, with the Empire, until 1814. But candidates should note his abdication before his unsuccessful return. Credit will be given when candidates consider how far he wished to continue the reforms of the Revolution. He sought to maximise his support and offered promotion by merit. However, political opponents were treated harshly by the police system under Fouché. His attempts to stabilise the economy can be examined as can his relations with the Roman Catholic Church, which he stabilised. Candidates should consider the importance of the Code Napoleon.

3 Why has industrialisation in the nineteenth century been described as a 'revolution'?

The key issue is the radical nature of industrialisation. The range of factors that can be discussed is wide but the better answers will be characterised by a focus on the extent and importance of change. Revolution is more than change per se. Essays can consider the transformation of economies that had been reliant almost completely on agriculture. The organisation of labour changed from households or small groups to large factories. Large urban centres developed. Transport changed with the introduction of railways. Different social groups emerged, especially the urban middle and working classes. The question asks 'Why...?' and examiners will look for an analytical approach in the highest bands of 19-21 and 22-25. However, examiners should not require comprehensive treatments even in the highest band because of the possible variety of points that can be analysed and assessed. Answers in these bands will also contain some appropriate examples. 16-18 might be awarded either for analyses that lack examples or good descriptions but limited analysis. Answers in the 11-13 band will probably contain general but relevant descriptions. Fuller descriptions can be awarded 14-15 marks.

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4 'The aims and methods of Cavour were completely different from those of Mazzini.' How far do you agree with this judgement?

The key issue is the comparison of Cavour and Mazzini. Answers should be reasonably balanced in their treatment of the two men. 60:40 either way can deserve any mark band; 70:30 will normally lead to the award of one band lower than would otherwise be given. The 11-13 band will require a basic knowledge and understanding of one man. Answers in the 22-25 band will be fully comparative. They will differentiate between aims and methods and support the argument by sound knowledge. Most candidates, even in this band, can be expected to agree with the claim in the question but credit should be given to candidates who are aware of some common ground, e.g. both wished to make Italy an independent state and saw Austria as the major stumbling block. 19-21 answers will show good qualities but will be less impressive, perhaps by lacking a distinction between aims and methods or by pursuing a more uneven comparison. There will be some comparison in the 16-18 answers but the approach will be mostly descriptive or narrative. The emphasis on narrative will probably be characteristic of answers in the 11-13 and 14-15 mark bands. In their aims, Mazzini always sought the unification of all of the Italian peninsula. Cavour began by seeking to make Piedmont a more important and extended state in northern Italy and was initially reluctant to embrace the southern states. Mazzini was a democratic republican. Cavour was a monarchist whose ideas of democracy were more limited. Mazzini wished Italians to gain independence by themselves; Cavour aimed to win European support for his designs. In methods, Mazzini embraced revolutionary methods, for example in the 1830s and in 1848. He tried to build an alliance of all classes although he failed to do so. Cavour began by strengthening Piedmont. He opposed revolutions but manipulated plebiscites to give the appearance of popular support for his policies. Diplomacy, especially with Napoleon III of France, was a vital means of isolating Austria and supplementing the weak Piedmontese army. To the dismay of Mazzini and Garibaldi, Cavour was willing to surrender some Italian territories to gain his wider ends (Nice and Savoy to France). Although not an ally of the Roman Catholic Church, Cavour saw the importance of not alienating the papacy, unlike Mazzini.

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5 Explain the factors which attracted European imperialism either to Africa or to Asia in the later nineteenth century.

The key issue is the reasons for imperialism but the question gives clear guidance to candidates that they should discuss conditions in Africa or Asia. These are alternatives but some candidates might refer to both and this will be acceptable. On the other hand, both Africa and Asia are very large regions and candidates can select from within them. With this sort of basis, answers can develop to examine the factors that were more European based but encouraged by the condition of Africa or Asia. These regions were mostly outside European control in the mid-nineteenth century and they were seen as a vacuum that could be filled. Or at least European powers should ensure that others did not fill the vacuum. There was the potential of raw materials and markets in economies that were rudimentary when compared with Europe. Credit should be given when specific European countries are discussed. Candidates can use Britain as an example but, in a European history paper, the use of Britain alone as an example cannot merit the highest band. Answers in the 11-13 band will often comprise general if relevant accounts that lack a sound regional base. Fuller descriptions of reasons that still lack convincing references to Africa or Asia can be awarded 14-15 marks. The 16-18 band will require some specific study of one of the regions and some clear explanation of the roles of European studies. Answers in the 19-21 band will miss some possible lines of discussion but they will be firmly based both in Europe and in Africa- Asia. Well-argued and well-supported discussions can be awarded 22-25 marks.

6 Why did Lenin and the Bolsheviks gain power in 1917?

The key issue is the success of Lenin and the Bolsheviks. Candidates might well tackle the question in a chronological way and examiners will distinguish between the essays that use this plan in an analytical manner, making salient points in sequence, and those that contain only descriptive narratives. The question asks 'Why...?' and examiners will give the highest credit to answers that concentrate on providing a series of reasons. There is no need to provide much background to the events of 1917; good answers will probably summarise these quickly. In 1917, Lenin and the Bolsheviks took advantage of the continuing unpopularity of the war and the worsening domestic conditions. The government of Kerensky failed to halt the divisions in the country, e.g. Kornilov's attempted coup d'état. Lenin's slogan of 'Peace, land and bread' had a powerful appeal. The role of the Red Guard and the soviets can be discussed. Candidates should assess Lenin's personal role in all of these developments. The question allows candidates to explain the downfall of the tsarist regime but answers that end with the outbreak of the revolution and assume the victory of Lenin and the Bolsheviks will be too limited for the highest band and will probably not be able to get more than 18 marks. Answers that contain basic but relevant narratives or descriptions can be awarded 11-13 marks. Fuller narratives or descriptions can be awarded 14-15 marks. Some very unbalanced answers might be appropriately placed in one of these bands. 16-18 can be awarded to answers that show a competent grasp of the key issue and include some salient points of explanation. The answers in the 19-21 band will show some unevenness but they will be fundamentally sound in their explanation of the key issue. Answers in the 22-25 band will be clearly organised, fully explanatory and very relevant.

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7 How important was the 'cult of personality' to Hitler's rule in the period to 1939?

The key issue is the assessment of the 'cult of personality' as a cause of Hitler's success in his rule. Hitler and his associates took care to present him in a favourable light to Germans. He was portrayed as a father-figure who was paternalistic but not autocratic, harsh and illegal in his methods. He was seen as the one man who could save Germany from the communist threat and who could restore Germany to its former greatness after the defeat of Germany in 1918 and the weakness of the Weimar Republic. He combined all the elements of the state. This view was reflected in all of the media, including the increasingly important radio and cinema. The rallies, such as those at Nuremberg, enhanced the effects of his appeal. The question asks 'How important...?' and candidates can examine other reasons, although many of these can be linked to Hitler's personality. The Nazi government provided more employment. The Germans responded to the persecution of unpopular minorities. The favourable, or weak, reactions of foreign governments enhanced the popularity of the regime which pursued policies to re-unite divided Germans in Austria and Czechoslovakia. Most Germans believed that Versailles had been an unjust settlement. Some background to Hitler's accession to power can be given but the major part of answers should deal with the years to 1939. 11-13 can be given for relevant but general descriptions. 14-15 can be given to fuller descriptions. These answers will say little that is specific about 'the cult of personality'. Answers in the 16-18 band will make some pertinent points about this key issue although there may be heavily descriptive passages. Answers in the 19-21 band will contain some gaps (for example, they might not consider 'How important...?') but they will be sound on the issue of Hitler's personality. Answers in the 22-25 band will concentrate on assessment and will support the argument by appropriate knowledge. They will be fully relevant and come to clear conclusions. However, in looking for range in any mark band, examiners should not expect a judgement of the extent of Hitler's popularity that will include an account of opposition.

8 Nicholas II and Stalin were both autocrats. Why then was Stalin more successful than Nicholas II in governing Russia?

The key issue is the comparison of Nicholas II and Stalin in their treatment of opposition. The answers should be reasonable balanced. 60:40 either way can merit any mark band. 70:30 will normally result in the award of one band lower than would otherwise be given. Answers in the 22-25 band can be expected to focus on analysis because the question asks 'Why...?'. Answers in the 19-21 band will concentrate on comparisons but will miss some possible lines of discussion. For example, they might deal only with similarities. However, they will be very relevant and well organised. Answers in the 16-18 band might include much description but they will make some valid points of comparison. Surveys of Nicholas II and Stalin that are mostly accurate in dealing with policies towards opposition but lack a real comparison can be awarded 11-13 marks. Fuller descriptions can be awarded 14-15 marks. Both the Tsar and the Communist leader insisted on their personal autocracy. Both used a fierce police system and their regimes were backed up by the army (Nicholas II until 1917). However, Stalin purged the army to ensure its loyalty to an extent that went far beyond their loyalty to Nicholas II. The legal system was subordinate to their policies. However, there were differences. Nicholas II generally kept within the law, although the law was heavily on his side. Courts were more subservient to Stalin. Stalin was more unscrupulous, for example in the pursuit and murder of Trotsky. Punishments were heavier and more wide-scale under Stalin. The extent of an opposition that was persecuted under Stalin was much greater; Nicholas II did not decimate a social class as Stalin did to the kulaks. Stalin looked for enemies in all sections of society. From 1906, Nicholas II allowed some latitude to the opposition in the Dumas; there was no equivalence under Stalin.

June 2004

GCE AS AND A LEVEL

MARK SCHEME

MAXIMUM MARK: 100

SYLLABUS/COMPONENT: 9697/03

HISTORY

Paper 3 (International History, 1945-1991)

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SECTION A

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

1 Source-based Question: The Work of the United Nations High Commissioner for Refugees

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

These answers will write about international action to help refugees but will ignore the question, i.e. they will not use the sources as information/evidence to test the given hypothesis. Include in this level answers which use information taken from the sources, but only in producing an account of the international community's response, rather than for testing the hypothesis.

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. 'Yes, it is true that UNHCR responded effectively to international refugee crises. Source A illustrates this point.' **OR** 'No, UNHCR. did not respond effectively. You can tell this from Source B'.

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 disconfirm it. However, sources are still used only at face value.
e.g. 'There is evidence both for and against the view that UNHCR responded effectively to international refugee crises. If you think the evidence supports this view then Source C helps you because it states that the in virtually every refugee crisis the UNHCR played a central role. But Source D gives a different impression because it shows that the UNHCR was unsuccessful in helping the Vietnamese boat people.'

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. 'I think it is true that the UNHCR responded effectively to international refugee crises. When you look at sources such as Source D you have to question its argument because (a) it contradicts itself, saying that UNHCR has been effective as well as ineffective, and (b) its example of ineffective action concerning the Vietnamese boat people is not supported by Source C. **OR** 'I don't think that the UNHCR's response to international refugee crises was effective. When you look at Source A, you realise it is a public speech given by the UNHCR himself when receiving the Nobel Peace Prize. He is bound to give a favourable view of the UNHCR. Furthermore, Source B shows the same UNHCR failing to persuade Thailand to accept UN assistance with its refugee problem.'

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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).

e.g. (first L4 example PLUS the following) However, the assertions made by Source C about the Comprehensive Plan of Action to deal with refugees in Indochina was agreed in 1989, at least ten years after the problems of Cambodian refugees mentioned in Source B.

The argument of Source E is initially unclear because it is inconsistent. It asserts both that by the mid-1970s, Western states were not helping the UNHCR and also that in the Cold War era the West was 'welcoming refugees'. Contextual knowledge supports the first argument, the 1970s being a time of economic problems for the West and, as indicated by Source D, of little effective international support for the Vietnamese boat people. As Source C shows, only in 1989 was there a Comprehensive Plan of Action.

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, e.g. argues that the response of the UNHCR was effective, if slow, as argued by Source C in conjunction with other evidence. UNHCR Was also effective because in the Cold War era it could normally rely upon the support of the Western powers, as shown by Source D and E. In other words, the bald assertion of the question is misleading in that it implies that the UNHCR acted quickly and independently. These points can be argued through the different opinions/perceptions shown in the sources or by establishing different criteria for support/contradiction.

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SECTION B

Essay Questions

2 How far do you agree that the US policy of containment was based on a mistaken interpretation of Soviet aims and ambitions?

This can be seen as either a critique of the traditional thesis or part of the post-revisionist explanation for the outbreak of the Cold War. The former sees the USSR as causing the Cold War, the latter that the two superpowers misread each other's aims and intentions. Thus traditionalists argue that, in 1945-9, the USA had to act to contain an ideologically driven, expansionist USSR. The best and most significant example of this view was Kennan's Long Telegram of February 1946, from which followed the policy of containment in the Truman Doctrine a year later. Post-revisionist argue that both sides misinterpreted each other.

The main argument for containment being a mistake is the revisionist thesis, which argues that (a) the USSR was not expansionist but that (b) the USA, for economic reasons, was. Some might want to mention the post-post-revisionist thesis which emerged in the 1990s. Here the view is that new evidence from the Soviet archives supports the traditional thesis, that the USSR was expansionist.

There is plenty for candidates to consider, almost too much. Higher bands should be reserved for those who do analyse and evaluate rather than simply describe and explain pre-digested theories.

3 'The Cold War was essentially a war of words.' How far does a study of the Cold War, as 'fought' across the globe from c1960 to 1980 support this assertion?

The thesis is that essentially the Cold War *from around 1960 onwards* was essentially a war of words, that neither superpower intended to use its military might to attack the other to gain territory. Instead, the aim was to use what is now sometimes called 'soft power' in order to gain political influence rather than territorial control. There were three reasons why this might have been the case: firstly, realisation that military conflict meant nuclear conflict, which would be too risky; secondly, establishment of nuclear parity in the 1960s; thirdly, the changing international situation, which was moving from bipolarity to multi-polarity. Decolonisation and the Sino-Soviet split made for a more complicated world. Thus the Cold War became a struggle for economic and cultural superiority. The military conflicts which did occur, all regional, involved the armed forces of one superpower only.

The counter-thesis is that the Cold War in the 1960s and 1970s was much the same as that of the 1950s and 1980s in that these decades saw occasional major crises – Vietnam and Afghanistan (just in) – interspersed with periods of improved relations. The Middle East in 1973 was one such major crisis, often overlooked, when US forces were put on Def Con III alert, the only occasion during the Cold War apart from the Cuban missile crisis when US forces were put of a state of higher alert.

Thus candidates should have enough material on which to develop a relevant argument. The wider the coverage and the more reasoned the analysis, the more credit answers will merit.

Page 4	Mark Scheme	Syllabus	Paper
	HISTORY – JUNE 2004	9697	3

4 Assess the impact of the Cold War between the USA and the USSR upon the Arab-Israeli issue in the period 1956-79.

Answers are likely to focus on key developments in the Arab-Israeli issue: the Suez crisis, the Six Day War 1967 (which changed radically the nature of the Arab-Israeli issue), the Yom Kippur War 1973 and the Israeli-Egyptian Peace Treaty (1979) based on the Camp David Accords (1978). There was also a little-known but not insignificant War of Attrition between Israel and Egypt in 1970. The general point about the question is that impact of the Cold War was complex and sometimes contradictory. Superpower rivalries made the main issue in the Middle East, the existence of Israel, harder to resolve. As the USA tended to side with Israel, so the USSR supported the Arabs, the so-called 'progressive forces'. This support from both superpowers usually involved the provision of the latest military hardware to both sides, which made them less willing to settle, more willing to risk war. This can be seen especially in the period preceding the Yom Kippur war. And once a war was over, the superpower usually rearmed its client state.

On the other hand, certainly after the Six Day War, the Cold War was in its détente phase, which meant closer co-operation between the superpowers. Thus, paradoxically, they also worked side by side, if not always together, to try and improve Arab-Israeli relations. This happened with the Yom Kippur war. And relations with so-called 'client' states were never as simple as the image might suggest, as shown by the occasionally dramatic shift in Soviet-Egyptian relations.

Those who just describe the Middle East crisis from 1956 to 1979 should receive little credit. Answers must attempt to consider the ways in which the Cold War affected the Middle East crisis.

5 Which did more to cause the collapse of Soviet communism by 1991, developments inside or outside the USSR?

Developments inside the USSR include both short term causes, such as the policies of glasnost and perestroika and their consequences, and long term causes, such as the ambitious expansion of Soviet military power. Developments outside the USSR include the collapse of Eastern Europe in 1989 and various policies of the USA in particular, such as Reagan's plans for Star Wars. Another, often forgotten, is the slump in oil prices in the 1980s, which meant that the USSR, a major oil producer, had even less hard currency with which to fund its external commitments and internal reforms.

Most candidates will concentrate on domestic factors, perhaps exclusively. However, they must attempt to identify and analyse external factors as well. Candidates also often blur the whole two years from 1989 to 1991, assuming that the collapse of communism in Eastern Europe and the USSR was one combined process. In fact, it is possible to argue that the end of communism in Eastern Europe was a significant cause of the end of Soviet communism in that the former showed how easily the communist system could fall, how communism had become intellectually and morally bankrupt. A more practical consequence of 1989 was that Soviet troops had to be brought home, which imposed even greater strains on an already disintegrating system. The USSR was on its last legs. It would have collapsed at some time in the 1990s. What candidates need to explain is why it collapsed sooner rather than later.

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	HISTORY – JUNE 2004	9697	3

6 Compare and contrast the SALT treaties and the START treaties as means of controlling nuclear weapons.

There were two SALT treaties, SALT I (1972) and SALT II (1979), the latter never being ratified by the US Senate. However future US governments did observe SALT II as long as the USSR did so. There have been two START treaties, START I (1991) and START II (1993), the latter not yet being ratified by the Russia Duma. Both SALT treaties halted the nuclear arms race by limiting the number of strategic missiles; however they did not limit the number of warheads each missile could carry. The USSR continued to increase its nuclear warheads. (The USA's fell.) Both START treaties reduced the number of strategic nuclear weapons held by the two superpowers, START I by 50% for the USSR and 35% for the USA and START II to a maximum of 3 500 by 2007.

Thus there are some broad and detailed contrasts of treaty terms which can be made. However a full answer to the question requires assessing the various treaties 'as means of controlling nuclear weapons'.

Further definitions are needed: to control just the number of weapons held by the two superpowers? To control the use of nuclear weapons? To control the danger of nuclear war? To control the spread of nuclear weapons? Once these various dimensions are identified, then the value of the various treaties can more accurately be assessed.

NB START II and the implementation of START I fall outside the dates of the syllabus; however both treaties are mentioned in the specification.

7 How far, in the period 1945-1991, was the success of the international economy dependent upon the success of the US economy?

The international economy consists of movements of goods and finance between different nation states, most taking place between developed states. By 1945 the US economy provided almost half of the world's total manufacturing output. Given this dominance, the international economy was greatly dependent on the US economy, at least at the start of this era. Hence the importance of the Marshall Plan, which provided the dollars to enable trade to grow. Also the USA encouraged the development of the Bretton Woods system which provided the institutional framework for greater stability and thus growth of trade. The dollar became the main reserve currency, linked to gold. Finally, in the first two decades after the war much of the US dollar surplus was invested overseas, which again encouraged growth.

By the late 1960s, problems of the US economy were starting to hinder the international economy. Trade imbalances led to the end of the gold-dollar standard in 1971 and far from exporting capital, the US was soon importing it. The emergence of the Japanese and European economies helped offset the problems cause by the struggling US economy, at least until the 1990s, and allowed for some growth in the international economy.

The question has been set before and answers were sound. Thus expect a reasonably thorough analysis from most candidates.

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	HISTORY – JUNE 2004	9697	3

8 Account for the emergence of the Asian Tiger economies.

These economies – of Singapore, South Korea, Taiwan and Hong Kong, and perhaps Thailand, Indonesia and Malaysia – were labelled as Little Tigers during the 1980s, when their dash for growth first became apparent. Though there were some significant differences between them, many commentators found more similarities of policies and culture: export-led growth of manufacturing industries, government support for key industries and for raising educational standards, authoritarian political systems, national acceptance of national goals. By the 1990s, there was talk of Asia values underpinning the shared economic expansionism. Since the crisis of 1997-8, such talk has disappeared.

Also important to the emergence of these economies was the international context within which they grew. Particularly significant was the inward investment from the USA and Japan and the willingness of the USA to give access to her domestic markets. The USA needed to have reliable allies in the Asia Pacific region and the more the Tiger economies became dependent on the USA, the more reliable they became. And once in the 1980s China decided to go for economic modernisation herself, then the Tigers started to benefit from the Chinese diaspora.

The topic is reasonably accessible and straightforward. For the highest grades, candidates need to prioritise the reasons they identify.

June 2004

GCE AS AND A LEVEL

MARK SCHEME

MAXIMUM MARK: 100

SYLLABUS/COMPONENT: 9697/05

HISTORY

Paper 5 (The History of the USA, c.1840-1968)



Page 1	Mark Scheme	Syllabus	Paper
	HISTORY – JUNE 2004	9697	5

SECTION A

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

1 Source-based Question: The Dred Scott Decision 1857

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

Answers will write about the decision and the reaction to it in North and South but will ignore the question, i.e. they will not use the sources as information / evidence to test the given hypothesis. Include in this level answers which use information taken from the sources but only in providing a summary of events rather than for testing the hypothesis.

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 with no evaluation /interpretation in context.
e.g. The judgement did reopen the sectional conflict for example Source B 'slavery is seated on the Supreme Court' and 'has not yet spent its evil force'. Source E 'the Dred Scott decision provoked a greater storm than any previous decision' and that 'the Supreme Court had conspired to extend slavery.'

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

These answers know that testing a hypothesis involves both attempting to confirm **AND** disconfirm it. However, sources are used only at face value. In addition to Sources B and E as quoted in L2 above, reference may be made to Sources C and D 'it matters not what the Supreme Court may decide on the question whether a slave may or may not go into a Territory'. Douglas in C and 'I believe the decision was improperly made and I go for reversing it.' Lincoln in D.

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 face value. For example the hypothesis is incorrect. Source B is from an influential journal and Source E is the judgement of an expert writing with the benefit of hindsight. Also Sources C and D come from an important election campaign where both candidates confront this issue, thus showing it was of sufficient importance to cause great public concern about the decision though C argues the decision makes little practical difference, while D argues it does.

Page 2	Mark Scheme	Syllabus	Paper
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- L5 BY INTERPRETING / EVALUATING SOURCES IN CONTEXT, FINDING 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).

For example L4 plus Sources C and D are not strong evidence in favour or against the hypothesis as the language is moderate and temperate in tone, also B may only reflect strong views held by the writer, and there is no evidence that his readers may share his views/opinions.

- L6 AS L5, PLUS **EITHER** (A) EXPLAIN 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) there must be a comparative judgement i.e. not just why some evidence is better but why other evidence is worse e.g. Sources B and E, particularly B are more intense, while Sources C and D may be ambiguous or inconclusive

For (b) include all L5 answers which use the evidence to modify the hypothesis (rather than simply seeking to contradict/support it) e.g. that the Dred Scott judgement was not an independent turning point in sectional tension but one of a number of events both before (Kansas-Nebraska Act) or afterwards (e.g. John Brown's raid and trial.)

SECTION B

Essay Questions

2 Assess the consequences of the Mexican War for the United States

The best responses will distinguish between short term and long term consequences. Though very controversial and indeed unpopular, the war was immensely successful. As a result of the Treaty of Guadalupe Hidalgo, Mexico ceded California and New Mexico, about half her national territory, to the US and recognised the highly disputed Rio Grande boundary with Texas. This amounted to half a million miles of new territory and the magnificent harbours of San Francisco and San Diego. It rounded off the continental boundaries and made the US a Pacific power with direct access to the trade of the Orient. California also possessed great mineral wealth.

The longer term effects were very serious. It revived the slumbering controversy over the status of slavery with the Wilmot Proviso, and ushered in a period of violent sectional conflict that was to culminate in secession and the bloodiest war in American history, the Civil war 1861-5. Central to all the disputes that arose 1846-60 was the question of whether new territories acquired by settlement or conquest should be slave or free and which political body had the right to determine this. It could be noted that many of the leading generals in the Civil War e.g. Lee, Jackson and Grant came to prominence in the Mexican War. It was also the first time that the President was to actually act as Commander in Chief. High quality responses will be consistently analytical, well argued with high quality supporting material and will secure 21-25. Good answers (18-20) will be mostly analytical / explanatory but with some unevenness in structure of argument and the quality of supporting material. Bare pass answers (11-15) will be largely descriptive or narrative and relevance and accuracy may stray.

Page 3	Mark Scheme	Syllabus	Paper
	HISTORY – JUNE 2004	9697	5

3 Compare Abraham Lincoln and Jefferson Davis as war leaders.

Will be a popular question with answers predictably favouring Lincoln, the victor over his vanquished rival. Both, curiously, were born in log cabins in Kentucky, but Davis had in 1860 a wider range of military and political experience than Lincoln, (one term in the House and an unsuccessful Senate campaign in 1858). The big contrast is that Lincoln grew in stature and authority, while Davis did not. Lincoln was prepared to face down accusations of dictatorship over his drastic emergency measures which invoked martial law, the suspension of basic rights and ignoring the Supreme Court's rulings. He was able to maintain effective control over military commanders and to refuse to yield to demands of abolitionists or those who favoured concessions to the Confederacy. He always had dominance over his Cabinet which contained men who regarded themselves as more able than the President e.g. Seward. His timing of the Emancipation Proclamation was masterly as was his proposed post war policy, though death prevented his carrying this out. In contrast, Davis never had any kind of control over the Confederacy. He never used his cabinet as an effective system of administration, and neglected political leadership, concentrating entirely on military affairs. Whereas Lincoln was able to overcome or circumvent problems, Davis never confronted his biggest difficulty, the insistence even in wartime of states rights, which fatally handicapped any centralised conduct of the war. He was also much more prone to quarrel over trifles than Lincoln and lacked completely any inspirational or charismatic qualities such as Lincoln developed during the struggle. High quality answers will be consistently analytical, well argued and with high quality supporting material relevantly deployed and will score 21-25. Good answers (18-20) will be mostly analytical / explanatory but with some unevenness in structure of argument and the quality of supporting material. Bare pass answers (11-15) will be largely descriptive or narrative and relevance and accuracy may stray.

4 Was the trend towards monopoly in the American economy beneficial or harmful in the period 1865-1914?

Monopoly was the dominant tendency of the American economy from 1880 onwards, as epitomised by the Standard Oil Company where 77 oil companies producing over 90 percent of the nation's oil created a single Trust. Candidates should briefly consider the reasons for this kind of consolidation e.g. reducing cut throat competition, reducing costs, permitting coordination and specialisation, and facilitating capital reserve accumulation. It should be noted that the trend was not universal with textiles and clothing still being dominated by smaller or medium firms. Beneficial effects, apart from those mentioned above, were the vast increase in productive capacity and output, consequently falling prices, and a great range of new products brought about by technological innovation e.g. the typewriter and the telephone. While these were invented by individuals, they were only developed and attained mass markets through large scale organisation. The harmful effects were vast inequalities, a sharp increase in class conflict, and a generally corrupting effect on American democracy, where whole states and local government and large numbers of Congressmen and Senators could be in effect bought and controlled by the Trusts. Candidates may refer to the heated arguments over the desirability of these changes with social Darwinism in conflict with radical critics such as Henry George. It should be pointed out that by 1900 the US had become the world's largest manufacturing nation with 30% of global output and by 1914 US financial institutions were set to overtake Britain in capital strength. High quality answers will be consistently analytical, well argued and with high quality supporting material relevantly deployed and will score 21-25. Good answers (18-20) will be mostly analytical / explanatory but with some unevenness in structure of argument and the quality of supporting material. Bare pass answers (11-15) will be largely descriptive or narrative and relevance and accuracy may stray.

Page 4	Mark Scheme	Syllabus	Paper
	HISTORY – JUNE 2004	9697	5

5 How different were the philosophies and policies of Booker T. Washington and W E du Bois on how best to attain full emancipation for Afro-Americans?

By 1895 it had become clear that at best Black Americans had achieved only partial emancipation, and at worst little effective change, in the deep South and indeed not much better in Northern cities. Washington, born a slave in 1858, by remarkable self-development had founded the Tuskegee Institute. He argued for moderation and that Blacks should ignore political demands and concentrate on education and economic advancement by self help, thrift and hard work. His message was advancement by conciliation and accommodation. From 1895 to 1915 he attained enormous influence, being the first Afro-American to be received into the White House by Theodore Roosevelt and having sole patronage over the funds dispersed by well meaning benefactors to assist Black advancement. His moderation also secured good will among many Southern whites.

In contrast, du Bois criticised Washington's "Atlanta Compromise", as a betrayal of Black rights, which would condemn Blacks to permanently menial positions. In particular, he accused him of ignoring the leadership potential of talented Afro-Americans. In 1905 du Bois founded the Niagara movement which demanded for Afro-Americans 'every single right that belongs to a free born American, civil and social.'

It should be noted that du Bois and his followers were very influential in the National Association for the Advancement of Colored People (NAACP) founded in 1909 which was much more assertive than Washington's moderate approach. Better candidates will note that Washington discreetly engaged in behind the scenes political action, being regularly consulted by Theodore Roosevelt on appointments and also organising and financing test cases in the courts against racial discrimination e.g the 1911 Supreme Court decision outlawing peonage. Better responses may well draw the parallel between du Bois' radical stance and Martin Luther King's direct action strategy. High quality answers will be consistently analytical, well argued and with high quality supporting material relevantly deployed and will score 21-25. Good answers (18-20) will be mostly analytical / explanatory but with some unevenness in structure of argument and the quality of supporting material. Bare pass answers (11-15) will be largely descriptive or narrative and relevance and accuracy may stray.

Page 5	Mark Scheme	Syllabus	Paper
	HISTORY – JUNE 2004	9697	5

6 Account for the Republican ascendancy in the 1920s

Outside the mayoralties of some large US cities like New York, the Republicans dominated the Presidency, both houses of Congress, the Supreme Court and most State governments outside the old South. Relevance is important and even the best descriptive accounts of the 1920s should only score 11-13 at most. Progressivism, as symbolised by Wilson's idealism, internationalism, moral fervour and vision of a new world order, went out of fashion very sharply. It had always been very narrowly based in any event; Wilson's election in 1912 was the result of a split in the Republican ranks and his re-election in 1916 was by the tiniest of margins. Reaction against the Russian Revolution (US troops went to Russia), as symbolised by the 'Red Scares', the League of Nations, ungrateful allies, and the almost universal feeling that America had been tricked into a European war resulted in a landslide victory for the Republicans in the 1920 Presidential and Congressional elections.

Social, sectional and religious antagonisms over issues such as immigration, the revived Klan and Prohibition divided the Democrats in 1924 and 1928. In 1924 the Democrats needed 103 ballots to choose a largely unknown Presidential candidate. The long business boom, and the era of seemingly endless prosperity all helped the Republicans to maintain their ascendancy. High quality answers will be consistently analytical, well argued and with high quality supporting material relevantly deployed and will score 21-25. Good answers (18-20) will be mostly analytical / explanatory but with some unevenness in structure of argument and the quality of supporting material. Bare" pass answers (11-15) will be largely descriptive or narrative and relevance and accuracy may stray.

7 To what extent did the foreign policy of the US from 1921 to 1941 follow consistent principles?

The most consistent element present was the hostility of the US population to any involvement in international conflicts, hence a deep suspicion of the League of Nations. As late as 1940 public opinion was still strongly against assistance to the Allies. The dominant philosophy of the US between the wars was isolationism, in the sense of non-adherence to any foreign commitments. This did not, however, prevent the US from being an active participant in the League at Geneva (as observers), from sending delegates to League conferences e.g. on drug trafficking, or in 1934 joining the best known League agency, the International Labor Organisation. Though the US never joined the International Court, there was always an American judge on the Bench. The Kellogg-Briand Act outlawing war was an American initiative, as was the Washington Naval Agreement on naval limitations between the Great Powers. There was also the Four-Power Treaty with the US, Britain, France and Japan mutually guaranteeing each other's possessions in the Pacific. A major weakness of all these was the absence of any enforcement provisions. It was not until 1937 that Roosevelt gave his undivided attention to foreign affairs, but at a time when pacifist and anti war sentiment was at its peak, hence his room for manoeuvre was limited. Until the Japanese attack on Pearl Harbour and the following German declaration of war on the United States, the most he could do was to aid Britain by all means short of war, to avoid defeat. To look for consistency in this is difficult except in the narrow sense that all Administrations put US interest first, as constrained by voters' opinions. High quality answers will be consistently analytical, well argued and with high quality supporting material relevantly deployed and will score 21-25. Good answers (18-20) will be mostly analytical / explanatory but with some unevenness in structure of argument and the quality of supporting material. Bare pass answers (11-15) will be largely descriptive or narrative and relevance and accuracy may stray.

Page 6	Mark Scheme	Syllabus	Paper
	HISTORY – JUNE 2004	9697	5

8 Examine the influence of the mass media on American Society from 1945 to 1968

May well be a popular question. What is needed is a good structure with argument, instead of assertion and generalisation. By mass media is meant radio and television, newspapers and film. Television will probably dominate answers, and here one would welcome data as to the number of sets and viewers and which programmes were influential and why. The power of sponsors and advertisers should be noted. There could well be references to Nixon's 'Checkers' speech in 1952 which saved his VP nomination and the Nixon / Kennedy debates in 1960 which may well have won JFK the Presidency.

Live, critical coverage of the Vietnam War (contrast the Korean War) and the campus demonstrations against the War at home caused LBJ to abandon seeking a second term. Print media by contrast had mainly influence over opinion formers and elites via the New York Times and Washington Post which were in effect house journals for the political class. Best responses may indicate the profound influence media had on popular culture and lifestyles. Radio's influence appears minor except with music. High quality answers will be consistently analytical, well argued and with high quality supporting material relevantly deployed and will score 21-25. Good answers (18-20) will be mostly analytical / explanatory but with some unevenness in structure of argument and the quality of supporting material. Bare pass answers (11-15) will be largely descriptive or narrative and relevance and accuracy may stray.

June 2004

GCE AS AND A LEVEL

MARK SCHEME

MAXIMUM MARK: 100

SYLLABUS/COMPONENT: 9697/06

HISTORY

Paper 6 (Caribbean History, 1794-1900)

Page 1	Mark Scheme	Syllabus	Paper
	HISTORY – JUNE 2004	9697	6

SECTION A

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

1 Source based Question: The Development and aims of Education in the British West Indies.

'Little effective progress was made in providing elementary education in the nineteenth-century British West Indian colonies.' How far does the evidence of Sources A - E support this statement?

L1 WRITES ABOUT THE HYPOTHESIS, NO SOURCE USE [1 - 5]

[Use of sources involves identification of the source by letter or a direct quote in order to test the hypothesis. Merely writing about issues covered by the sources is not source use.]

Answers will be about education but ignore the terms of the question by not using the sources as information or evidence to test the hypothesis. Include in this level answers which use information taken from the sources but only in producing a general account, without direct reference to the sources.

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.

Agrees with hypothesis, using B (quality of teaching), C (government neglect) and D (attendance).

OR

Disagrees using Source A (successful school) and Source E (increased literacy) etc.

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

Both aspects of Level 2

Page 2	Mark Scheme	Syllabus	Paper
	HISTORY – JUNE 2004	9697	6

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

Interpretation / evaluation may involve use of the provenance, dates and assessment of the content.

Use of context, Sources A - D refer to the earlier period of educational development after the Negro Education Grants ended: education still at an introductory stage. E shows information to 1891 (and has comparative material).

Source B applies to only one colony, is based on an outsider's view, picks on the poor quality of teachers only. C is also by an outsider who may lack comparative view. D shows how adverse factors may defeat efforts to progress as observed by a historian, giving details / examples based on a number of sources. The table in E (an official source) can be used in different ways (half full or half empty) but the introduction points to problems of quantity and quality of teachers.

Source A may be anecdotal and biased.

A (a good start) and E (improvements recorded) may be used to challenge the hypothesis. B - D support in different ways.

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

These answers demonstrate understanding that testing a hypothesis involves attempting to confirm and challenge the hypothesis and are capable of using sources as evidence to do this (both confirmation and opposition are done at this level).

While B, C and D support the hypothesis in general terms and A and E may be seen as counter-balances, detailed use of the sources (e.g. E on pupil / teacher ratio) produces less clear cut views. Interpretations may be based on the credentials of the authors (e.g. is Dennis as an outsider being over critical?). Source C may be exaggerated but it does appear to be based on well established and checkable fact. Candidates may summarise by saying that there were many obstacles but the passage of time was important, noting (imperfect) improvements by 1891 based on what appears to be clear evidence of numbers in E (based on an official source).

Page 3	Mark Scheme	Syllabus	Paper
	HISTORY – JUNE 2004	9697	6

L6 AS LEVEL 5 AND

- (a) EXPLAINS WHY EVIDENCE TO CHALLENGE OR SUPPORT IS BETTER / PREFERRED (I.E. A COMPARATIVE JUDGEMENT ON WHY SOME EVIDENCE IS BETTER AND OTHER EVIDENCE IS WORSE)

OR

- (b) RECONCILES / EXPLAINS PROBLEMS IN EVIDENCE TO SHOW THAT NEITHER CHALLENGE NOR SUPPORT IS TO BE PREFERRED.

[22 - 25]

Note that this level builds an extra element into what is expected for Level 5.

For (a) the argument must be that evidence for challenging / supporting is better / preferred i.e. not just why some evidence is better but also why some is worse.

For (b) responses include all Level 5 answers which use evidence to modify the hypothesis (rather than seeking to support / contradict) in order to improve it.

Page 4	Mark Scheme	Syllabus	Paper
	HISTORY – JUNE 2004	9697	6

2 How similar were the terms of the emancipation laws for the Caribbean colonies of different European countries?

Explanations should include (i) slavery treated as a form of property - compensation for loss - influence of planters and supporters in metropole; (ii) lack of consideration for slaves - suffering or needs of starting 'new' life; (iii) preservation / adjustment of plantation economy - further period of 'free' labour for planters. All these elements are found in British Act plus SMs (arbiters), freeing under 6s etc.

As the British Act came first, others could look to that experience.

France: illustrates some differences - no apprenticeship, compensation to owners 'a minimum token': but no compensation for freed slaves (as with Britain). Political background / effectiveness of anti slavery lobby / knowledge of failure of British apprenticeship.

Denmark: similar to Britain, but 1847 'free birth' policy: longer apprenticeship planned (to 1859). Overtaken by events in St. Croix.

Dutch: long period of discussion especially on issue of compensation, 1862-3 emancipation: compensation for slave owners: none for ex slaves. Apprenticeship (Staatstoezicht) - 15 - 60 year olds for 10 years (some variations by territory).

Spain

(i) Puerto Rico - Moret Law freed new born and those over 60. Others free 1873. Compensation for enslavers: freed people (libertos) to provide compulsory labour for 3 years (contratacion).

(ii) Cuba - patronato 1880 - originally to last to 1888 - ex-slaves could purchase freedom for diminishing amount from 1885: ex-slaves had to work for former owners. One of the main reasons was for landowners to find substitute labour over the period (ended two years early - 1886). No compensation from government (unable to afford it).

Haiti: earlier and different: Emancipation Law 1794: influence of ideas of French Revolution: slavery restored 1802, expulsion of French, ex slaves became free citizens of independent Haiti in 1804 Constitution.

Similarities and differences.

- (i) Haiti apart, similarities are marked: background of sugar plantation economy marked: gradualist approach to full freedom.
- (ii) Britain went first: similarities may in part arise from that. French rejected British example on apprenticeship.
- (iii) Acts produced in metropolises: effects of domestic situations, and influence of planters and their supporters.

etc.

Themes for candidates may be compensation (or lack of), apprenticeship etc. illustrated by some examples taken from the above - or elsewhere.

Page 5	Mark Scheme	Syllabus	Paper
	HISTORY – JUNE 2004	9697	6

3 Why and with what success were schemes for periods of transition between slavery and full freedom implemented in the Caribbean?

Definitions and purposes

- (i) A period between slavery and full freedom: a time of adjustment: to prevent freed people deserting the estates: part of compensation.
- (ii) To ensure the continuation of the sugar economy: prevent the ruin of estates; and the end of white dominance.
- (iii) A transition for former slaves 'when labourers would be guided along the paths of social and economic improvement towards full freedom'.

With what success? (by areas)

British - 'The apprenticeship did not work smoothly' because

- (a) attitude of planters (coercion, harsh discipline, failure to fulfil demands of Acts).
- (b) failure of government: SMs: dates for full freedom.
- (c) apprentices found system unreasonable and unacceptable.
- (d) By 1837 it was becoming clear that it should be abolished e.g. Sturge and Harvey, agitation in Britain and colonies.

Danes

- (a) plan overtaken by upheaval in St. Croix.
- (b) 1849, though apprenticeship abandoned, decree on contracts for those who wanted to live on plantations.

Dutch

- (a) aims set out (i) provide a peaceful transition from slavery to freedom, (ii) training for freed people for the responsibilities of free citizenship, (iii) give an adequate and 'captive' labour force.
- (b) Freed people took advantage of details, signing contracts, choice of employers, move to towns, sign on small farms. No rebellion but freed people found ways round the system including escape to British or French Guiana.
- (c) Planters' complaints: wage demands, laziness, indiscipline, failure to carry out contracts: resort to immigration.

Spanish

- (a) In Cuba patronato should have ended gradually 1885-8 but ended 1886; at first the system did not bring marked changes, then many secured freedom by purchase or through courts.
- (b) Puerto Rico completed scheme 1870 - 73.

French did not have apprenticeship but introduced elaborate and severe measures to keep freed people on estates and to prevent development of alternative crops to sugar and coffee.

As transitional arrangements, apprenticeship etc. were bound to create problems e.g. of dates for full freedom, of conflicts of interests, of being neither slave nor free.

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4 How successful were the efforts of governments and landowners to control labour in the British and French Caribbean colonies after emancipation?

Candidates may note the close relationship between governments and landowners e.g. in the Old Representative System.

Explanations may be in general terms and also relate to specific local conditions.

GENERAL

1. The 'labour problem' of the sugar industry: concern to maintain plantation system and role of white elites.
2. Government thinking dominated by status quo and influenced by 'sugar lobby'.
3. Freed people resisted at many levels, wages, contracts, irregularity of labour, left estates, formed peasantry.

SPECIFIC

British Colonies

1. Local government / planter dominated Assemblies: responsible for details: attempts at stiff legislation (contracts, vagrancy) disallowed by Colonial Office. By 1846 Colonial Office view modified by needs of 'increasingly distressed planter class'.
2. Barbados - contract law to retain labour: 1838 disallowed: 1840 more moderate law: efforts to control emigration.
3. Jamaica: measures against squatting on Crown lands: Smith on wages: vagrancy.
4. British Guiana: conditions on sales of land (Crown and estate): high prices.
5. Belize: contract system.

French Colonies

1. Plantocracy saw principal function of blacks as one of supplying steady labour on plantations. Aided and abetted by Metropolitan administration.
2. Jury cantonnal (1848) designed to help regulate planter / labourer relations. 1851 laws included efforts to counter vagrancy, workhouses (ateliers de discipline), taxes on crops other than sugar and coffee, passeports a l'interieur and communal police.
3. 1852 - 70 Government of the Second Empire installed a series of elaborate laws designed to ensure that blacks worked in an efficient and regular way (pass system), contracts of a year or more aimed at 'vagabonds'. Very detailed regulations enforced strictly by Governor de Guyedon in Martinique.

Candidates may comment on limited effectiveness of measures e.g. that in the French islands they prevented fields being even more deserted than they would otherwise have been. In Barbados other factors contributed to the regularity of labour.

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5 Why were some parts of the Caribbean region more favourable than others to the development of peasantries?

Many factors affected speed and extent of development: growth a process over period after emancipation.

- to some extent it was a matter of geography - land to population equation - but not a sufficient explanation.
- motives and aims of ex slaves, desire for land, thrift and determination, move from plantations (coercion by planters, insecurity).
- other factors, missionary help, willingness of planters to release land, difficulties of planters e.g. post 1846, Crown land; market and export opportunities, change over time.

Peasantry developed in all Caribbean territories. Establishment of a peasant class not easy. Limiting factors included

- plantation sector dominated land (Barbados, Antigua).
- reluctance of plantation owners to sell, high prices of land, limits on those able to 'pool' to buy land.
- absence in some areas of large tracts of Crown land for squatting.
- high land taxes, restrictions on crops, restrictive legislation.

Illustrations by territories

- Haiti: background of political changes and conflicts: by 1818 much government land redistributed (Petion), others bought, took over abandoned estates.
- Santo Domingo: Boyer's Law opened way by legal reform: new proprietors to have 15.5 acres.
- French Caribbean: growth of small proprietorship: land acquired by squatting, buying, occupying abandoned estates (against background of government restrictions). Sugar sold to factories and other products in local markets.
- Dutch Caribbean: planters deserted estates enabling peasantry to develop: some in Aruba and Bonaire as well as Suriname, elsewhere peasantry minimal.

British Caribbean provides a wide range of examples.

- Antigua dominated by sugar but independent villages formed (missionary help) and access to land eased after SDA 1846.
- Barbados much land under sugar plantation but freeholds developed over time, by 1860, 1897.
- Landowners in Mountserrat, Nevis, St. Kitts disposed of land to peasants.
- Virgin islands: pooled resources to buy land, prices fell, government sold land at reasonable prices.
- Jamaica rapid development by 1840s: free villages: help from missionaries and Anti Slavery Society with land purchase. Planter difficulties by 1844 - 6 and post SDA increase availability of land: local market for produce: export.
- British Guiana: inland forest activities; also bought and divided estates.
- Trinidad: over 1 million acres of Crown land: virtually impossible to stop peasantry developing: Indians obtained land: government land purchases schemes 1860, 1869: small lots (5 - 10 acres) at low prices (£1 per acre + legal expenses). Much squatting: profits from cocoa.

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6 Examine how the Cuban sugar economy achieved its undisputed superiority over its Caribbean rivals during the nineteenth-century.

Earlier British and French sugar producers had been successful.

French production suffered severe blows because of the Haitian Revolution.

By 1800 British main producers already having problems (Trinidad and Guyana not yet major producers): 'blows' of abolition of slave trade, emancipation and Sugar Duties Act. Decline in Jamaica particularly, exhausted soils, lack of capital investment and new technology, planter indebtedness, 'cried ruin'. Barbados, Trinidad and Guyana successful in increasing production post 1846 but sugar prices fell, eroding some of gains, and Cuba expanded throughout (3000% between 1800 and 1914: Barbados by about 400% in roughly the same period.)

Cuban success based on

- favourable conditions: timber for fuel and buildings, fertile virgin soil, low land prices: more land for cane.
- organisation: estates and factories much larger (centrals, amalgamations), mechanised earlier (steam in 1820s): use of railways, higher labour productivity, new sources of capital, kept slavery to 1880s.
- access to markets after SDA and developing links with US (buying up estates, capital, helped to reorganise industry whose production almost doubled post-emancipation).
- success despite Ten Years' War, abolition of slavery, sugar beet competition and War of Independence.

Even after slavery was abolished, Cuba produced more sugar than the entire British Caribbean territories combined.

By 1897 the British West Indian sugar industry was bankrupt.

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7 Explain the development of the black and coloured middle classes in the Caribbean after emancipation.

Writers such as Bridget Brereton (Trinidad) and Patrick Bryan (Jamaica) identify this development in the later nineteenth century. The development was gradual and was 'work in progress' in 1900.

Candidates may refer to the coloured middle class e.g. in Jamaica from the 1830s onwards.

Definitions of the black middle classes tend to stress education and occupations as important factors e.g. 'command of European or British culture, an ability to speak and write correct English,' and 'an occupation which involved no manual labour'. In Jamaica a category of 'respectable peasantry' whose status was based on land ownership and the ability to employ labour may be added.

Parental attitudes to education, availability of schooling (country and town, personal ability, determination and opportunity (secondary education or employment) would be among the factors in the development of such a class.

Bridget Brereton dealing with Trinidad

- middle class achieved their status through their own efforts and through education: move to towns after 1875 important.
- most were professionals, teachers, minor civil servants: did not have capital to develop opportunities in plantations or commerce.
- 'In many ways primary school teachers were the nucleus of the black middle class.'
- A few had access to university - became doctors, lawyers.
- mentions other occupations, editors, journalists, druggists, clerks, printers and individuals e.g. lawyers (Alcazar, Lazare, David) who seemed to provide natural leaders of the non-white middle class.

Patrick Bryan largely agrees but adds some points

- definitions by occupation - the respectable peasantry, school teachers, artisans, professional women, civil servants, priesthood.
- also migrants returning from Panama as farmers and shopkeepers.
- Many had property qualifications as voters.
- Professional women 'by the end of the nineteenth-century efforts to educate girls had begun to reap their rewards', shorthand and telegraph operations, nursing, teaching.

Simple explanations may not work 'We should be careful not to exaggerate the importance of elementary education as a factor in social mobility, insofar as elementary education in itself was unable to provide that'. 'An elementary education did provide an opening for further education, especially for the few who excelled and were able to move on to training colleges, and in a few cases to study overseas.'

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8 Why did emancipated blacks fail to gain any real share in the government of Jamaica and Barbados under the Old Representative System of colonial government?

Emancipation Act provided for legal freedom but not for rights as citizens. When apprenticeship ended 'the political future of the emancipated people and their access to public office had to be decided'. This was neglected.

Comments on position of emancipated blacks

- ex slaves were kept in their place, education was minimal, the franchise restricted.
- In each colony throughout the period the will of the planters effectively determined local policy . . . the black majority of former slaves were kept tied to the plantation economy, depoliticised, denied education and other social services, yet disproportionately taxed.
- When times were bad blacks had no means of being heard save through violence.
- emancipated blacks participated very little in the political process.

Comments on the Old Representative System

- colonial governments, especially the Assembly, had accumulated powers: elected on narrow franchise: white 'elite'.
- Governors could veto legislation, but feared retaliation by Assembly which held the power of purse.
- Law and local government also dominated by 'elite'.

Colonial office in London might have been influential.

- was equipped to supervise but not to govern colonies.
- early period after 1834 'exhibited a strong sense of trusteeship towards emancipated blacks' e.g. disallowing some laws passed by Assemblies.
- by 1840s altered position, supportive of plantation agriculture which led 'to a political 'reinforcement of the planter class'.

Some illustrations

- In Jamaica Assembly (1834 and 1836) Acts passed designed to prevent blacks from voting: disallowed through Stephen's influence but ruling class found other ways of restricting the franchise and of keeping membership of the Assembly exclusive.
- After Constitutional crisis 1838 - 39, British government conciliated Jamaica Assembly.
- Franchise reform in Barbados (Prescod 1840: Reeves 1884). By reducing voters' financial qualifications made 'minimal difference' (1840) and 'only marginally increased the numbers of blacks able to exercise the franchise' (1884).

Answers may take different routes in responding to this question. There was little or no encouragement to bring the emancipated blacks into politics and opportunities opened very slowly in the 50 years or so after emancipation. Some direct actions could be seen as political (in both Jamaica and Barbados) and exclusion as the result of racism.