

# HISTORY

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Paper 9697/01

Modern European History, 1789–1939

## General comments

Candidates were required to answer four questions. One question (**Section A**) is always a source-based exercise and candidates were asked to write three essays from a choice of seven (**Section B**). Each of the answers carried equal weight (25 marks out of 100). Therefore, candidates are advised to spend approximately equal time on each question. Most candidates used their time effectively but some scripts were unbalanced. Weak scripts tended to have thin fourth answers. Most candidates seemed to have given enough time to studying the syllabus but there is evidence that some had studied too few topics from which to select three essays. The majority of candidates appear to have spent sufficient time on **Question 1** but it was apparent that some candidates need to spend more time preparing for the extended writing that is needed in the essay questions. Long answers are not necessarily given higher marks than short answers. Long answers might contain irrelevance; they might contain repetition. However, very short answers do not give candidates the scope to explain and develop points sufficiently. Writing an answer without notes for approximately 45 minutes can be a daunting task if it has not been practised before the examination. There are three important stages in studying for any examination. The first, and most lengthy, is studying and understanding the material, the second is revision and the third is rehearsal.

**Question 1** is compulsory. A series of extracts from sources are selected within a topic that candidates should study and use to answer the question. The sources always contain alternative explanations, representing different points of view, either of governments, groups or individuals. Candidates must work out how far the sources agree or disagree with a stated claim in the question. In this examination, the topic was the Naval Race before World War I and the claim in the question was that 'Germany was more responsible than Britain for the naval race before the First World War'. Candidates are advised to spend about ten minutes reading the sources. They should first be read quickly to understand their general ideas. Then the sources should be read again more slowly, making notes. Candidates can write these notes on the Question paper or on their answer pages as long as they are clearly labelled as notes. Candidates should work out whether a source agrees or disagrees with the claim in the question. Which other sources agree or disagree? Can we believe the sources? Are they reliable? Was the writer likely to have good knowledge of the problem? Was he or she probably trying to give an honest account or attempting to persuade readers? All sources have their bias but we find many sources useful in spite of their bias. These stages will help candidates to construct an effective answer. Answers must refer to the sources but should avoid long summaries or paraphrases. Good answers will consider sources in groups. For example, in this examination, they might have begun by examining the sources that agreed that Germany was more responsible and then those extracts that disagreed. They assessed which were the more reliable and useful sources and those to which less weight should be given. Candidates should avoid using general assumptions about the reliability of an historical source. For example, government statements or memoranda are not always reliable because they are official documents. Memoirs are not always completely unreliable. It is true that memoirs usually defend the opinions and actions of the writer but he or she might still make valid points. The general knowledge that candidates will have learned about the origins of World War I can be useful in assessing a source. On the other hand, candidates' own knowledge needs to be kept in check with brief references. Long answers that are based fundamentally on a candidate's own knowledge and which demonstrate slight use of the printed sources cannot merit a good mark. Finally, examiners want candidates to make up their mind in a conclusion. There should be a clear judgement about whether a candidate, having studied the evidence in the sources, agrees or disagrees with the claim in the question.

The quality of answers to **Question 1** has been improving. Fewer candidates now spend their time simply paraphrasing the extracts. More candidates try to group the sources instead of discussing them sequentially (A, B, C etc.).

A good essay question in a History examination is always easy to understand. It has been said that the questions are easy but the answers are difficult! Candidates are advised that they should focus exactly on what the questions ask. There are no hidden traps or secret codes to be deciphered. The question is what it clearly states. This means that examiners can only give credit to answers that deal with the terms of the questions. For example, **Question 2** asked 'From 1789 to 1799, who posed the more dangerous threats to the French Revolution: its internal or its external enemies?' The key aspects of this question have been underlined. Successful candidates focused on these in their answers. The question was not about the causes of the Revolution to 1789, the supporters of the Revolution or the rule of Napoleon from 1799. These issues were not relevant and therefore could not be given credit by examiners. A worthwhile exercise for candidates would be to select a series of questions on a topic that they study and work out which points would be relevant and which would be irrelevant in an answer.

Centres are advised to pay close attention to the historical content that is indicated in the syllabus. There is evidence that some candidates seemed to have studied some aspects of the topics but not others. For example, examiners reported that a significant proportion of candidates were well-informed about Bismarck's foreign policy to 1871 but not about the period from 1871 to his fall from power, although this is included in the syllabus.

Most candidates wrote relevant answers and reached creditable standards. On the other hand, some weak candidates seem to have prepared an answer that they wrote without reference to the question that was asked. For example, **Question 5** was about the results of imperialism but some candidates limited themselves to descriptions of the causes of imperialism. **Question 6** was about the condition of Russia in 1914 but some candidates were preoccupied by a wish to describe the events of 1914 to 1917 in Russia. Examiners can only give credit to answers that attempt to answer the questions that are set. As indicated above, this was not a general problem but the point is worth emphasising because relevance is an important, perhaps the most important, characteristic of satisfactory answers in history examinations.

A satisfactory proportion of the answers were well organised. It is worth spending a few minutes writing a brief plan before beginning to write. Plans are not marked but they help candidates to structure their essays. In good essays, the introductions are brief and immediately deal with the most important aspects of the question. They avoid too much unnecessary background. For example, in **Question 7** about Stalin's totalitarian rule, they began with short rather than lengthy accounts of the situation that Stalin inherited. Arguments in good essays were supported with sound knowledge. Examiners do not expect much detail to be included in the comparatively brief time allowed by the examination but it is important to avoid vague claims and to be able to substantiate arguments.

## **Comments on specific questions**

### **Section A**

#### **Source-based Question**

##### **Question 1**

*"Germany was more responsible than Britain for naval race before the First World War." Use Sources A-D to show how far the evidence confirms this statement.*

Within the specified topic of The Origins of World War I, 1870–1914, the question was about the Naval Race. The general standard of the answers was satisfactory and examiners read some excellent answers. There is evidence from the last few examinations that candidates are tackling **Question 1** more confidently and correctly. However, some candidates seem uncertain about the demands of the question and teachers are encouraged to give particular training to the techniques required in using sources. The most successful candidates focused on the question, compared the sources to assess how far they confirmed or contracted the claim that Germany was more responsible for the naval race, and came to a conclusion. Examiners do not expect candidates to have a detailed knowledge of the sources in the short time that is available for reading but some candidates missed some evident points. In Source A, some candidates ignored the Kaiser's handwritten notes. These show the extent of William II's anti-British feelings. Some candidates did not see the relevance of Source D, which shows that the Kaiser was more enthusiastic about a German navy than Bismarck, an eminent German politician and international statesman. However, William II also claimed that its role would be defensive, not aggressive.

## **Section B**

### **Essay Questions**

#### **Question 2**

*From 1789 to 1799, who posed the more dangerous threats for the French Revolution: its internal or external enemies?*

The key issue in the question was the extent of the dangers to the French Revolution. Candidates were asked to contrast the internal and external threats. Among the internal factors that candidates could consider were the reluctance of King Louis XVI to accept the changes involved in the Revolution, the Church, regional resistance and groups in France that feared the excesses of the extreme republicans. On the other hand, candidates could assess the external danger from the wars in which revolutionary France was engaged, as well as the threat from émigrés. The most successful answers considered the nature and extent of both areas of threat and came to a conclusion about which was the more serious. They also paid attention to the dates in the question: 1789 to 1799. Some candidates did not write good answers because the time span that they considered was too limited. A number of answers ended in about 1793, with the execution of Louis XVI. Candidates who study this topic are advised to learn about the Directory. Some candidates would have been awarded a higher mark if they had considered both alternatives: internal and external threats. They tended to assert that one threat was more dangerous and explain only that factor.

#### **Question 3**

*How far had European countries developed industrial societies and economies by the middle of the nineteenth century? (You should refer to developments in at least two of Britain, France and Germany in your answer.)*

The key issue was the extent to which European countries had developed industrial societies and economies by the middle of the nineteenth century. The overall quality of the answers was satisfactory. The most successful candidates supported their arguments by references to at least two of Britain, France and Germany. They also showed an understanding of the different rates of development of industrialisation by the middle of the nineteenth century. Some answers deserved marks in the middle, but not the top, bands because they could not provide specific examples from any these countries. These essays tended to be relevant but too general.

#### **Question 4**

*'Bismarck's foreign policy was more successful before the unification of Germany in 1871 than afterwards.' How far do you agree with this judgement?*

Examiners read some excellent answers to this question in which the key issue was a comparison of Bismarck's foreign policies before and after 1871. Some candidates wrote worthwhile essays that were well balanced between the two periods and they came to a considered conclusion about success. The most frequent reason why some candidates did not achieve a high mark was that they did not demonstrate enough knowledge and understanding of Bismarck's policies after 1871. Some essays were able to achieve marks in the middle bands because of their explanations of Bismarck's foreign policy to 1871, during the vital stages of German unification. However, they showed little knowledge of later developments

#### **Question 5**

*'Imperialism resulted in more problems than benefits.' Assess this judgement on the effects of imperialism on Europe in the later nineteenth century.*

The key issue was the balance of problems and benefits in the effects of imperialism on Europe in the later nineteenth century. Some candidates wrote disappointing essays because they were preoccupied with accounts of the causes of imperialism whereas the question was about outcomes ('Imperialism resulted in more problems than benefits.') A satisfactory number of candidates did address the key issue and wrote sound answers. It was pleasing to read some excellent answers. One of the characteristics of the best answers was that they supported general claims with specific examples from Europe and the rest of the world. It is worth repeating the advice given in previous Reports that examiners are aware of the geographical range of this topic and do not require comprehensive examples. It is sufficient that candidates

study the impact of imperialism on a few regions, for example parts of Africa or south-east Asia. Brief examples will be given credit because they support the argument.

### **Question 6**

*How stable was the tsarist regime in Russia on the eve of the First World War in 1914?*

The key issue was the stability or instability of Russia in 1914. Some candidates argued that Russia was comparatively stable, others claimed that it was highly unstable. This did not matter because debate is central to history and historians disagree about the condition of Russia in 1914 as they do about most, if not all, issues. The marks that examiners awarded did not depend on whether candidates selected the 'right' answer but whether they presented a well-argued case that was supported by appropriate knowledge. Examiners were pleased with the quality of most of the answers to this question. It was not irrelevant to mention the First World War and the 1917 Revolutions as long as they were linked to the condition of Russia in 1914. Unfortunately, some candidates wrote general narratives or accounts that devoted too much time to the period after 1914 and did not make links to the question. There were some worthwhile discussions and assessment of the work of Witte and Stolypin. Some candidates were aware of the importance to Nicholas II of support from the army and police; it was relevant here to note the contrast with 1917 when he was mostly deserted by the army and the police proved less effective. A few candidates spent too long narrating the details of Rasputin's career and influence. This was significant but only one factor in the instability of Russia by 1914.

### **Question 7**

*Why, by 1939, had Stalin been able to impose totalitarian rule on the Soviet Union?*

The key issue was the reasons why Stalin was able to impose totalitarian rule on the Soviet Union by 1939. Examiners were pleased with the quality of most of the answers. In particular, some candidates deserved high credit when their answers showed an awareness of the various stages of the purges in the late 1920s and 1930s which helped Stalin to assert his power. There were some creditable references to propaganda. Stalin was portrayed universally as the benign ruler, an image that concealed the basic cruelty of his regime. Some thoughtful candidates realised the importance of his position within the Communist party, which helped him to gain power. He used the party to destroy real or alleged rivals. An example of a valid alternative approach was when candidates claimed that the Soviet Union was already well on the way to becoming a totalitarian state under Lenin. The better answers made the point effectively but briefly, concentrating on Stalin. Some unselective answers spent too much time describing developments from 1917 to Lenin's death in 1924. Other answers would have been awarded a higher mark if they had made more links between their points and the question. For example, many candidates were well-informed about Stalin's economic policies but the link between these policies and his totalitarian tendencies was only implicit, not explicit. Higher marks were given to candidates who consistently made links with the question.

### **Question 8**

*How different were the causes of the 1789 Revolution in France and 1848 Revolutions in Italy?*

The key issue was the comparison of the causes of the 1789 Revolution in France and the 1848 Revolutions in Italy. There were a satisfactory number of sound answers. They concentrated on comparison, looking for similar and different characteristics. They judged whether the similarities or the differences were greater. Answers in the middle and lower mark bands were usually unbalanced. A few candidates used the question to concentrate on the causes of the French Revolution. These could only be given a low mark because they did not address the comparison that the question required. Candidates made some interesting points, for example that the origins of the revolts in Italy were more political inasmuch as they represented uprisings against Austria. The French Revolution was not a protest against a foreign country. There were similarities inasmuch as economic and social unrest was common to both movements. Some candidates made the excellent point that, directly or indirectly, the Italian revolutionaries were inspired by the previous events in France.

# HISTORY

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Paper 9697/03

International History, 1945-1991

## General comments

The most frequently answered questions, on the essay part of the paper, were, in order, **Questions 2, 5, 3, 6, 4, 7 and 8.**

A wide range of responses were made to the questions. In the responses to **Question 1**, on the significance of the Stockholm Conference of 1972, those candidates who achieved high marks evaluated the sources in terms of both content and attribution to address directly the assertion made in the question. Candidates who went beyond the face value of the content of the sources, who assessed the provenance of the sources and cross referenced information between sources, achieved high marks. Those candidates who were able to evaluate the significance of the sources as information on the significance of the conference or who modified the hypothesis in light of source evaluation, achieved marks in the highest mark band.

Similarly, in the responses to the essay questions, those responses which achieved high marks were characterised by the following: a consistent analytical approach, which addressed the issues in the question directly and the provision of detailed supporting evidence to support the analytical case made. Responses which displayed very detailed factual knowledge but were written in a narrative-descriptive or narrative-chronological format, did not achieve high marks.

## Comments on specific questions

### **Section A**

#### **Source-based Question**

##### **Question 1**

*How far do you agree that neither the USA nor the USSR intended to cause the Cold War?*

This question produced a wide range of answers. The question posed the hypothesis that the Stockholm Conference of 1972 was a significant turning point on environmental issues.

Many candidates underachieved through merely paraphrasing the contents of the sources in a descriptive way. Those achieving higher marks used information from the source to confirm or disconfirm the hypothesis stated in the question. In doing so many candidates stated that sources either supported or challenged the hypothesis.

Those candidates who displayed effective skills in source evaluation noted that Source A, and to a lesser extent, Source B both supported and challenged the hypothesis. The only source which displayed a view clearly contrary to the hypothesis was Source C.

Even where candidates offered a clear, balanced evaluation of source information, taken at face value, they can only achieve a mark in Level 3 of the mark scheme. To go beyond that level candidates are expected to either cross reference information between sources or to evaluate the provenance of the source.

In evaluating the provenance of a source it is important that candidates go beyond simplistic statements which lack explanation or corroboration. Unsupported statements such as '*Source B is reliable*' or '*Having been written by an American Source C is unreliable,*' were not rewarded as evidence of going beyond face value.

Those candidates who attempted **Question 1** first tended to perform better than those candidates who attempted **Question 1** last. As **Question 1** requires candidates to read, understand and evaluate source material they had not seen before the examination, it is a demanding skill. As a result, it is suggested that Centres advise their candidates to answer **Question 1** first.

## **Section B**

### **Essay Questions**

#### **Question 2**

*How far do you agree that neither the USA nor the USSR intended to cause the Cold War?*

This proved to be, by far, the most popular question in **Section B**. A large number of candidates displayed a sound factual knowledge of the subject. In many cases this was supported by detailed knowledge of the historical debate surrounding the origins of the Cold War. However, some candidates underperformed by writing a formulaic style response which dealt generally with the causes of the Cold War, leaving an evaluation of the assertion in the question until the concluding paragraph.

Those candidates who achieved high marks addressed the issue of intent, mentioned in the question, directly. In assessing the significance of the assertion, they integrated both relevant factual knowledge and knowledge of the historical debate on the origins of the Cold War after 1945 to support and sustain the case made. Most candidates were able to link the assertion in the question with the post-revisionist school of historical thought.

The highest marks were reserved for those candidates who were able to deal directly and effectively with the assertion in the question first, followed by a balanced account of where either the USA and/or the USSR were responsible directly for increasing international tension between the superpowers in the years immediately after the end of the Second World War.

#### **Question 3**

*To what extent did the USA attempt to 'roll back' communism, rather than merely contain it, in the period 1950 to 1985?*

This question proved demanding to many candidates. Those candidates who underachieved were not able to offer clear definitions of containment and roll back. Also, other candidates did not limit themselves, to the date parameters offered in the question. Although contextual information from before 1950 could be used effectively to assess the question, many candidates wrote at length about the 1945-1950 era to the detriment of analysing the period in the question.

Those answers which received the highest marks offered clear definitions of the terms containment and roll back. These were supported through the use of apposite examples from across the period. For instance the Korean War began as an act of containment, but under MacArthur's leadership in Korea and Truman in Washington it turned into a policy of 'roll back'. The majority of candidates also used the examples of Vietnam and Cuba to illustrate their answers. Fewer candidates offered examples of roll back from Guatemala in 1954, against the Arbenz regime or in Chile, in 1973, against the Allende regime.

Several candidates underachieved even though they displayed very detailed factual knowledge. In most cases this knowledge was deployed in a narrative/descriptive way with analysis and assessment usually confined to the final paragraph.

#### **Question 4**

*To what extent did the reasons for, and nature of, American and Soviet intervention in the Middle East between 1956 and 1982, differ?*

This question was attempted by a minority of candidates. In many cases candidates adopted a narrative-descriptive approach which afforded very limited opportunities for analysis and assessment. Other candidates concentrate on the role of one Superpower, usually the USA, resulting in an unbalanced approach. Finally, other candidates produced an unbalanced approach by concentrating on the 1956 to 1967 period. However, it was clear that several Centres had prepared their candidates well for questions on the Middle East. The reasons for and nature of Superpower involvement was explained clearly, with clear links to the issues of change and continuity of aims and types of involvement.

#### **Question 5**

*How far do you agree that the growth of nationalism within the USSR was the main cause of its collapse by 1991?*

This was a popular question. Large numbers of candidates were able to offer valid reasons for the collapse of the USSR and these reasons were supported by detailed factual evidence. These included the failure of economic reform under Gorbachev, the impact of the arms race and the failed coup of 1991. However, many candidates wrote only about the impact of nationalism within the Soviet Empire in Eastern Europe-not within the USSR as such. Several of these candidates wrote at length about the Solidarity movement in Poland, the Velvet Revolution in Czechoslovakia and the impact of the fall of the Berlin Wall in 1989. However, only a minority of candidates were able to link these developments to the growth of nationalism within the USSR. Those candidates who scored high marks were able to mention how the growth of nationalism within the USSR precipitated collapse in 1991 and the replacement of the USSR with the CIS (Confederation of Independent States). The growth of nationalism in the Baltic States of Estonia, Latvia, Lithuania, the development of rival nationalism in the Caucasus, in particular between Armenia and Azerbaijan, the development of nationalism in the Central Asian republics of Kazakhstan, Uzbekistan, Tadjikistan and Kirghzia, the development of Ukrainian nationalism and finally separatism within the RSFSR in areas such as Tartarstan and Chencheng-Ingushetia are all examples of where nationalism undermined the USSR from within.

#### **Question 6**

*Discuss the view that in the period from 1950 to 1980, the nuclear arms race did more to stabilise the Cold War than to destabilise it.*

This question was attempted by a minority of candidates. In many cases candidates took the opportunity to write a lengthy narrative-chronology of the development of the nuclear arms race. These included a description of the development of different nuclear weapon delivery systems and the development of the SALT talks and treaties of the 1970s. A significant minority did not limit their answers to the period before 1980 and wrote at length about Reagan's SDI, Star Wars initiative and the START talks.

Only a minority of candidates wrote directly on the issue of stability. In these responses candidates referred to the doctrine of MAD (Mutually Assured Destruction), as acting as a stabilising effect, while the Eisenhower/Dulles doctrine of massive retaliation and the development of Anti Ballistic missile systems acted as a destabilising influence.

#### **Question 7**

*Why, throughout the Cold War era, was the capitalist world economy so frequently in crisis?*

This question was attempted by a small minority of candidates. It was usually the fourth response.

In the majority of cases candidates displayed very limited knowledge of the economy during the Cold War years. Issues such as the oil crises of the 1970s; the impact on western economies of the growth of economies in Asia, and the world debt crisis were rarely mentioned. Instead many candidates wrote about ideological differences between the capitalist and non-capitalist (communist) blocs.

## **Question 8**

*Assess the impact of decolonisation on newly-independent states in the period from 1945 to 1991.*

This question was also attempted by a minority of candidates. In some cases candidates displayed some excellent knowledge of the post-colonial histories of specific states. Relevant examples of the positive and negative aspects of decolonisation were mentioned. However, in most responses general points were raised about continued exploitation, political instability, corruption and economic crisis without linking these issues to specific states.

However, in one response a candidate produced a focused, analytical and detailed factual response referring directly to three specific states. This response achieved a very high mark.

# HISTORY

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Paper 9697/05

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

## General comments

The overall standard of scripts was satisfactory and rubric infringements were few. It was, however, disappointing to see a number of otherwise good quality scripts either not attempting a fourth answer or doing so with only a few lines of response. Descriptive and narrative answers predominated and too often candidates simply talked round a subject rather than specifically addressing the requirement of the question. This was particularly noticeable in the responses to **Question 2**, one of the most popular questions. Some scripts were consistently analytical or explanatory and gave the impression that the candidate was in control of the argument at all times; these were appropriately awarded with Band 1 marks [21-25]. Others were more uneven but always focused clearly on the demands of the question and gave the impression that a good solid answer had been provided; these were awarded Band 2 marks [18-20]. Presentational skills varied but lapses in spelling, grammar, syntax etc. were never penalised.

The compulsory Source-based **Question 1** was usually answered at modest levels of attainment. To simply repeat and recycle the words of the Sources with a few general remarks at the beginning and/or end of the response could at best only result in Level 3 (10-14 marks) and this is what most candidates did. To achieve the higher Bands it was essential to use the Sources as evidence, i.e. to interpret and evaluate them in their historical context. Guidance to Centres and candidates can be found in the published mark schemes and the collection of documents on this topic published by Cambridge Examinations.

With regard to the Band 2 essay questions relevance was a key factor, but was often ignored. The common technique of summarising the question in the first sentence, writing a descriptive answer (sometimes of great length) and concluding with a short paragraph giving a guarded response to the question posed, was a technique used only too often. While it would score marks in Bands 4 and 5 depending on the quality of the material and the narrative, to attain higher Bands, relevance, analysis and/or explanation were needed.

## **Section A**

### **Source-based question**

#### **Question 1**

*'Republicans did not oppose slavery, they simply opposed its extension'. Using Sources A-E, discuss how far the evidence supports this assertion.*

To gain Levels 4 and upward the Mark Scheme requires evaluation/interpretation of the Sources in their historical context. This was in fact rarely done; what the great majority of candidates did was to simply summarise, quote from and comment on each Source in turn and then in conclusion, to give a response to the question in the light of their findings. This technique executed with skill can attain the top of Level 3, but no further. Some candidates did look at the reliability of the Sources and were rewarded appropriately; for example, putting out that Source E was a private letter to the author's wife hence not of a public nature; some candidates pointed out that the author was also a signatory to Source A and in both cases indicating he was a fervent Abolitionist. A minority of candidates stressed the influence of the passage of time in the interpretation of Sources and others that the Kansas-Nebraska Act of 1854 marked a turning point in the slavery controversy in that it repealed the Missouri Compromise of 1820 in opening up the possibility of **a)** the expansion of slavery into new Territories and **b)** slavery possibly expanding into Territories north of the 36°.30' latitude line. No candidate pointed out that although Douglas was only mentioned once in the 5 Sources (at the end of Source C), he was at the very Centre of the controversy. He was the author and promoter of the Kansas-Nebraska Act and in doing so split the Democratic Party (see Source A). He was the incumbent Senator for Illinois and far better known than his Republican opponent Abraham Lincoln. Hence Lincoln's remarks in Sources B and C are directed at him. He was also the major Democratic candidate for the Presidency in the 1860 election and Source D was the considered opposition statement to

his views. Only one candidate actually mentioned that Lincoln lost the Senate election to Douglas. No candidate drew attention to the fact the reference to the Declaration of Independence in paragraph 1 was only inserted in the Platform after the threat of a walkout by Abolitionist minded delegates to the Convention. Very few candidates pointed out that Source D implicitly recognised the continued legal existence of slavery in paragraph 2. The above examples are given to illustrate how time, provenance, context and the status of the authors should provide the means to enrich answers to the question at a deeper level than responses simply confined to treating the Sources in total isolation. It should, however, be pointed out that many candidates aptly drew attention to a seeming contradiction between Lincoln's views in Source B in June 1858 and Source C in October 1858.

## **Section B**

### **Essay Questions**

#### **Question 2**

*How valid is the assertion that improved transportation was the basic reason for America's westward expansion during the period 1840-96?*

This was the most popular question, attempted by the vast majority of candidates. A number of approaches were possible, but one would expect all answers to refer to the Doctrine of Manifest Destiny and the Mexican War, which resulted in huge territorial expansion of the United States; also the vast expansion of the American railway network in the 1840s onwards leading to linking of East and West coasts by railroad in 1869. A surprising number of candidates overlooked one of these aspects and in some extreme cases did not mention transport at all. The ruthless expansion of territory at the expense of the Native American nations was a continuing factor throughout this period and of great importance. Rather surprisingly it was often neglected. There were, however, a substantial number of really good answers which clearly focused on transport as an important factor in stimulating settlement and economic development which, allied with grants of very cheap land under the Homestead Acts, led to westward expansion. Many candidates discussed the Mormon settlement of Utah, but few gave any details of the American railroad system. By 1860, i.e. before the Civil War, it was already three times greater than Britain's. Canals, river transport and turnpike roads were all of importance. Answers were predominately descriptive or narrative and sometimes at great length, which created problems of time management in answering later questions.

#### **Question 3**

*Why were the gains made by the Freedmen during Reconstruction both superficial and short-lived?*

This was a popular question, but few candidates answered the problem posed with convincing arguments and evidence. All responses correctly identified Reconstruction as starting with Lincoln's Emancipation Proclamation, then his Amnesty Proclamation of December 1863 and his putting forward the Thirteenth Amendment abolishing slavery (though he did not live to see this ratified). Candidates tended to get bogged down in the often complex details of the running feud between President Johnson and the radical Republicans who controlled Congress. Few stressed that because of the separation of powers doctrine each was in a position to thwart the other but incapable of imposing their own will. Surprisingly few mentioned the successful impeachment of Johnson and his very narrow escape from removal from office, the vote being one short of the one-third majority required in the Senate. Very few candidates explored the terms "superficial" and "short lived" to assess their accuracy. No one made the obvious point that because the whole Southern economy was in ruins, the worst affected were the former slaves whose way of life and security of position had been destroyed. What they needed was jobs, land and financial help to build up their livelihood. In this sense the constitutional rights given them benefited only a very small number. No candidate pointed out that in order to help the Freedmen, the poor whites i.e. those with no slaves who constituted the majority in the South had to be conciliated so as to break their allegiance to the Southern elites. Instead they were ignored and the anger they felt was directed at the Freedmen. 'Short-lived' is arguable but it was clear that by 1877 the Congress and the electorate in the Union States had lost interest in the problems of the Freedmen and the rather squalid bargain of 1877 in effect restored full States Rights to the former Confederacy. Candidates did describe quite well the different means the Southern whites used to continue to deny basic Civil Rights to the Freedmen though the role of the Ku Klux Klan was overstated. However, what was not short-lived were the three constitutional amendments, the Thirteenth, Fourteenth and Fifteenth, which remained part of the basic law of the United States, though the Supreme Court in Plessy v Ferguson made the concept of equality meaningless in practice.

#### Question 4

*How serious were the problems caused by the vast expansion of US industry and commerce in the period 1865-1901?*

Several candidates answered this question, but none very well. The sheer magnitude of the expansion was not grasped. In 1865 the US was still an agrarian economy; by 1900 30 percent of the world's industrial goods were manufactured in the United States. The US also was responsible for a large number of inventions and technical innovations. The result was a greater variety of choice for consumers at lower prices. Most candidates identified in outline the major problems; the growth of monopolies or Trusts led to major abuses of power. Farmers, in particular were in effect compelled to subsidize the cheap railroad rates of big corporations who were given concessionary fares while the farmers were overcharged. Also, one had laissez faire capitalism in its purest form with the sick, injured, unemployed or elderly simply left to fend for themselves. Few responses drew attention to the excessive political power the Trusts and banking corporations had at State level and in Congress. The courts too, almost invariably sided with capital against labour. Trade unions, though not actually illegal, were given very short shrift by the courts. There were also serious problems of public health and housing in the cities, which were left to private charity. Some responses focused on immigration as one of the problems, but the opposite could be argued that highly motivated immigrant labour contributed to the dynamisms of the expanding US economy. No candidate pointed out that this was a period, from the death of Lincoln until the accession (also by assassination) of Theodore Roosevelt of very weak Presidents who were either unwilling or incapable of providing any kind of national leadership.

#### Question 5

*Why were the civil rights of Native Americans largely overlooked for most of the period 1895-1968?*

A very popular question but answers were usually unconvincing. It has to be stressed that the term Native American applies to the indigenous population of the US known in the nineteenth century as "Red Indians", but a number of responses treated it as referring to African-Americans, hence their answers were irrelevant. Nearly all responses grasped that from the foundation of the NAACP in 1903, the unequal plight of African-Americans was part of the political arena and represented a triumph for the political activism of W. E. B. Du Bois over the more gradualist, low-key approach of Booker T. Washington. F.D. Roosevelt was the first major politician to grasp in the 1920s the black vote in New York City and later in other major US cities. Because the black leadership was preoccupied with its own problems, both they and their liberal allies neglected the quite different problems of Native Americans. They were not even citizens of the United States until the twentieth century, their numbers were small and they did not develop any kind of political leadership. They lived in the most remote parts of the country and their tribal structure made it very difficult to form alliances. No candidate pointed out that unlike the blacks who were the descendants of imported slaves, the Native Americans had had their lands and way of life taken from them, often through brutal and violent wars. It was also not clear whether they wanted to simply preserve their own separate culture or be part of the American mainstream. Few candidates developed well-argued, relevant answers.

#### Question 6

*'The business of America is business'; 'The ideal of America is idealism.' How far do these sayings of Calvin Coolidge reflect the policies of his Presidency, 1923 - 9?*

Only a few responses to this question, which talked around the quotation rather than addressing the question. It was not enough to say that Coolidge was pro-business; answers should have gone on to say precisely what his policies were which favoured business. The appointment of one of the leading tycoons as Secretary of the Treasury, Andrew Mellon, was mentioned by most candidates, but little more except rather vague generalities about the business boom of the 1920s. Responses should have dealt with big reductions in taxation, keeping public spending so low that a quarter of the National Debt was paid off and the refusal to regulate, let alone moderate, the speculative excesses of Wall Street. The second quotation was not handled well. Candidates could have attacked it as meaningless in a decade, which saw the KKK revived, and widespread lynching and hostility to African-Americans. Only three scripts mentioned Prohibition, which was a monumental failure, but could be regarded as a form of Puritan idealism. Only one candidate mentioned the element of idealism in the Kellogg-Briand Pact, which denounced war as an instrument of policy.

### Question 7

*'To walk softly but carry a big stick.' To what extent is this an accurate portrayal of Theodore Roosevelt's conduct of foreign affairs, 1901-1909?*

A popular question with candidates showing great enthusiasm and agreement with the quotation. The emphasis of answers was on TR's aggressive policies in the American hemisphere, most notably in Panama and Cuba. Nearly all candidates mentioned his corollary to the Monroe Doctrine which was in effect the US right to interfere anywhere in the western hemisphere 'to restore order'. No response stated that TR was unique among American Presidents, up until then, in having a genuine interest in international affairs in the broader sense. Only three scripts mentioned his mediation in the Russo Japanese war, which led to the Treaty of Portsmouth and the rather unlikely award of the Nobel Peace Prize to Roosevelt. No candidate mentioned TR's motives in mediation, which were a desire to limit and restrict Japan's growing influence in the Pacific, while many candidates mentioned the Great White Fleet, designed to show Japan the full strength of US might, but which was, rather surprisingly, welcomed by Japan. Nearly all responses agreed with the quotation, though few examined its implications in any depth.

### Question 8

*'The apparent religious revival after 1945 was superficial and served mainly to justify the American way of life.' Evaluate this contention.*

Only a few candidates answered this question, and none did it well. Some responses were completely irrelevant. One looked for some data on the strength of US religious groups, which enjoyed a boom period for all denominations. Adherence to a religious denomination became a badge of respectability and a necessity for candidates for public office. The Roman Catholic Church, in particular, increased considerably in numbers and influence to become the largest Christian denomination and in sharp contrast to 1928, J. F. Kennedy became, in 1960, the first Catholic President of the US. Within mainstream Protestantism there was a shift from the Episcopalians and Methodists to Baptists, Evangelical Christians and Pentecostal Sects, which were popular among African Americans. It could be argued that the immensely popular spokesmen, such as Fulton Sheen for the Catholics and Norman Vincent Peale and Billy Graham for the Protestants, while charismatic, were bland and avoided carefully all contentious social issues such as poverty, race discrimination and the widespread intolerance of 'Un-American' activities or beliefs which in the 1950s led to McCarthyism and witch hunts.

# HISTORY

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Paper 9697/06  
Caribbean History 1794–1900

## General comments

The choices of questions made by candidates concentrated largely on **Questions 1, 4, 5, 6** and **7**. Most candidates completed four full answers though a few showed signs that they had left insufficient time to give full consideration to their final answer. Where **Question 1** was the last question attempted, candidates frequently only used the content of the sources and assessment of them was often missing. Also in such answers there was rarely a final paragraph to form a proper conclusion. A few candidates failed to provide a fourth answer.

Answers to **Question 1**, the source-based element, were often over-long through repetition of the content of the sources, though many showed good technique in selecting information and providing some assessment. Sometimes comments also provided an overview of the sources as a group and so enhanced the answers. There was a tendency to overlook the exact wording of the hypothesis, for example, the significance of the word 'never' possibly leading to some conclusion along the lines that sources C, D and E were written at approximately the same time and provide some evidence that apprenticeship had not wholly failed to fulfil its objectives.

Only a small proportion of candidates reached high levels of performance on three essay questions from **Section B**. A large number of the answers to **Question 2** showed a lack of detailed knowledge to develop the themes effectively and this was true of **Question 3** also. **Questions 4, 5, 6** and **7** were usually answered more fully. Many candidates did not plan their answers to gain maximum effect, but, in general, answers were quite full. There was some exceptionally good work.

## Comments on specific questions

**Question 1** 'There was never any prospect of the apprenticeship system in Jamaica working.' How far does the evidence of Sources A-E support this statement?

Almost every candidate in answering **Question 1**, the source-based question, gave arguments both for and against the hypothesis. Some of them used the sources simply for the information in them; others attempted to assess the sources, often using the dates and speculating about the motives and standing of the writers. There were some who went further by looking at the evidence and making comments about which sources seemed more valid. Among the best answers were those which looked at the group of sources and came to an overall response. One example of this was that candidates looked at the variety of responses to Apprenticeship, at the view-points of the authors and concluded that neither challenge nor support was preferred.

Many candidates collected the sources into groups for or against the hypothesis, and those which gave mixed messages. This often led to very good responses, though some who took each source in turn and then wrote a long conclusion drawing thoughts about the whole group together also produced good responses.

In the comments about each source there were some particularly perceptive thoughts. Candidates often mentioned the early date of Source A in relation to the Apprenticeship, the fact that the planters were an important element in the House of Assembly and made points indicating bias and preconceived ideas. Some answers made direct comparisons between Source A and Source B, adding some thoughts on the fact that the Governor was the author. In the case of Source C reference was made to the fact that Knibb represented a group who were opposed to Apprenticeship. Yet he implies that it was working from the point of view of 'the general conduct of the emancipated'. This was developed by the comment that this added to the trustworthiness of the view taken. Source D offered two views of the working of the Apprenticeship: that it was effective in the way apprentices worked and in the amount of sugar produced (economic argument) but, in the social aspect, there was little sign of improvement. The writer of Source E strongly disagreed with the last point saying that there was 'strong evidence of advancing civilisation' through the 'exertion to become proprietors of land.' Some candidates linked Sources C, D and E, making comments about the dates when they were written and, especially with D and E, to their authors' closeness to the working of the Apprenticeship scheme.

Some answers were enhanced by an introductory statement about Apprenticeship and why it was introduced, although these did not often emphasise that it was intended to be a transitional period.

On the less positive side, some candidates misread sources. This was the case in relation to Source B. A few answers took the view that it strongly supported Source A, missing the significance of the balance within sentences. With Source B many missed the hint in the description of the piece that it recorded early experiences of apprenticeship. Many took the view of Source C that it opposed the hypothesis, whereas the author may be opposed to Apprenticeship but sees that in some ways it is working. Sometimes it was evident that candidates were running out of time in the examination and so sources D and E received less attention than the rest.

**Question 2 Explain why slave emancipation in the French colonies of Martinique and Guadeloupe finally came about in 1848.**

There were fewer answers than expected to this question. Most of them were in the middling bands of marks. Few candidates took special note of the final words of the question, 'finally came about in 1848', and consequently lacked emphasis.

The knowledge exhibited in most answers was an outline of the topic with some candidates clearly using material which was appropriate to British Emancipation. The decline of sugar production in the islands, the competition with French sugar beet, political and humanitarian developments including the role of Schoelcher and the importance of political events in France in 1848, together with slave rebelliousness, provided an adequate range of topics if explained in some detail and with some assessment of their significance.

**Question 3 How successful were the *regimen de contratacion* and *patronato* as schemes for the transition from enslavement to freedom in the Spanish Caribbean colonies?**

There were few answers to this question. These usually dealt exclusively with events in Cuba with, perhaps, some general references to Puerto Rico. Few emphasised the situation before 1880 when slave labour was of diminishing importance or the extent to which the schemes collapsed

**Question 4 How far were the expectations of freed people of 'full free' met in the years immediately after emancipation?**

This question was answered by a very large proportion of the candidates and there were some very good answers. Fuller answers usually began with some definition of the expectations of 'full free', for example, freedom to move from estates, choice of when and for whom to work, family consolidation and dislike of conditions on plantations and the attitudes of former slave owners. Thereafter some description was given of how far these were met and the problems faced because of geographical variations and restrictive actions of governments and planters. Because the wording of the question allowed wide interpretation, answers could cover both peasantry and non-agricultural activities. Illustrations could include French colonies, and others if relevant. Some candidates ranged widely over political, legal, educational and other matters. The key to higher marks was the realisation that there was no simple pattern of expectations or opportunities.

Many of the answers were one-dimensional and over-simplified. These included topics such as the desire to be free from plantation life, the formation of a peasantry (often without reference to particular countries) and so on, but all were dealt with in the most general terms.

**Question 5 Assess the impact of the existence of peasantries on sugar production throughout the Caribbean.**

This question placed emphasis on the impact of peasantries on sugar production. Many answers took up the major issues of the availability of plantation labour, numbers of workers and the regularity of work especially at crop time. The situation in British Guiana (and Trinidad) was often quoted and some references were made to Jamaica. A few mentioned that where sugar remained dominant and the peasantry less developed (Barbados), the impact was negligible. A few candidates analysed the situation in Jamaica where peasantry was widespread but where other factors were present to help to explain the decline of sugar production.

Again some answers were very generalised, lacking in detailed illustration and, sometimes, more concerned about the development of peasantries than their impact on the sugar industry.

A small number of good answers concentrated on the attitude of peasants to labouring on estates and the issues that this raised for estates in terms of cost and successful operations. This could lead on to the use made of immigrant labour, which was also included in other styles of answer.

**Question 6 How effective was the use of immigrant indentured labour in meeting the needs of the Caribbean sugar industry after 1834?**

Many candidates attempted this question. Its wording was phrased in such a way as to allow for reference to many experiments (Europeans and Africans) which failed to satisfy the needs for reasons such as low numbers or the unsuitability of the immigrants for the tasks involved in the sugar industry. A further assessment could then be made about immigrants from India (British Guiana and Trinidad) and China (Cuba particularly) and their contribution to the needs of the sugar industry. Candidates often displayed a wide knowledge of the schemes and their drawbacks. Wider assessments of immigrant labour as a component of the successful developments in British Guiana and Trinidad were mentioned by a few, as was the Cuban situation. That immigrant labour was one factor alongside others (mechanisation, centrals, virgin soils) could be used as part of the assessment of 'How effective the use of immigrant' labour was.

Some candidates wrote only about immigrants from India, often covering social matters and with little on 'meeting the needs of the Caribbean sugar industry'.

**Question 7 Examine the attitudes of various social groups towards the provision of education in the British Caribbean after 1835.**

Many of the candidates who did this question successfully identified a number of social groups with interests in education, planters, former slaves as parents, churches and members of governments. The material was well used by many of the candidates, though often without making full use of the possibilities. Planters were often only seen as being opposed to popular education without further reference to the production of a docile workforce through the education itself and the religious context in which much of it was given. Parents were often displayed as unconvinced of the importance of education without the balance that for some students it became the means of social mobility into what might be called middle class occupations. Governments were usually given a bad press.

On the whole responses to the question were organised in such a way as to provide direct answers to the question.

**Question 8 How significant was the Ten Years War (1868–78) in Cuba to the movement for independence from Spain?**

No full answers to this question were seen.