

# HISTORY

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Paper 9697/01

Paper 1 Modern European History, 1789-1939

## General comments

The overall standard of the work was satisfactory and all examiners read scripts that deserved the highest bands of marks. The best scripts were characterised by a high degree of relevance and the ability to combine sound arguments and appropriate knowledge.

Most candidates used their time sensibly and answered four questions as required. The questions in **Section A** and **Section B** both require the skill of essay writing but **Section A** depends more on the interpretation, evaluation and integration of sources whilst Section B relies more on the use of candidates' own knowledge. A satisfactory proportion of candidates did equally well in both Sections, but some candidates wrote two, rather than three, sound answers to **Section B**. This seemed to reflect limitations in the study of topics rather than problems of time. Some candidates obviously needed more training in writing extended essays. They were able to mention some salient points briefly but lacked the ability to explain and develop points, with appropriate knowledge.

One must repeat the point made in previous Reports that candidates should be encouraged to write brief plans to help them frame and organise arguments. There was evidence that few candidates do so although it is difficult to write an extended answer without some method of planning. Answers were sometimes well-informed but poorly organised. For example, they could be characterised by repetition or answers jumped between unrelated points.

Advice about the best approach to **Question 1** in **Section A** is given below. When answering questions in **Section B**, candidates are advised to put their points in order and try to link or contrast them. Particular attention should be made to the particular question that is asked; this is identified in this Report as the Key Issue. For example, many questions might be asked about Napoleon. What is this particular question about? The most successful candidates considered a diversity of points. In the case of Napoleon, they considered how far he maintained the aims of the French Revolution and how far he departed from them. They also came to clear conclusions about which argument was most important. Sorting out arguments in this way is one reason why plans can be helpful.

Arguments should be supported by knowledge. The quality of knowledge in the most successful scripts was very sound whereas the weak answers were often factually vague. In the middle bands examiners read answers that contained accurate knowledge but weak arguments. Events and facts were recorded without being linked to an argument. For example, there were accounts of Italian nationalism that were accurate factually but which did not link developments either to the republicans or to the monarchists.

The most successful candidates paid attention to the Key Instructions in questions because these shaped good answers. **Questions 1** and **5** asked 'How far..?' The highest marks were awarded to answers that considered the case for and the case against the stated claim. **Question 7** needed a similar approach because it asked 'Assess the claim that...' **Questions 2** and **3** asked 'Why?' These were best answered by analysis. The highest marks were awarded when candidates suggested a series of reasons, supported by knowledge, and explained which reason was the most important. This sense of priority was also an ingredient of the best answers to **Question 6**, 'What accounts for..?'

Previous Reports have encouraged candidates to pay attention to the dates in the questions and there was evidence that a considerable majority of answers did so in this examination. This is encouraging. As explained below, the only question that received much incomplete attention was **Question 4**, where a number of candidates did not pursue the argument to 1861.

**Comments on specific questions**

**Section A**

**Question 1**

This was a source-based Question on the general topic of The Origins of World War I, 1870-1914. The specific topic in this examination was 'Russia and the Causes of World War I'. Candidates were asked to use five sources to assess the claim that 'Russia's policies led to the outbreak of a general European war in 1914.' The best approach in this question is to group the sources, deciding which best support the claim in the question and which contradict it. Sometimes a source might seem neutral or capable of either interpretation. This grouping can form the basis of a sound argument. Whereas the moderate and limited answers considered the extracts in sequence, the most effective essays tried to link or contrast them in groups. For example, Sources C and E might be used as evidence to support the claim that Russian policies led to the outbreak of war in 1914 whilst Sources B and D might be seen contradicting the claim. Most might also interpret Source A as a defensive measure by Russia. Very good candidates considered how far the sources might be used as the basis of alternative arguments. For example, Source A was part of the alliance system that was to endanger international peace before 1914. In Source B, the Tsar mentioned public pressure on him to go to war. These might therefore be used to support the claim. Credit was given when candidates evaluated the reliability of the extracts. Source C was obviously intended to justify Germany in going to war whilst Source E was written by a German who was clearly concerned to absolve Germany from responsibility for the conflict. Some candidates either accepted the sources at face value and did not assess them or they used some mechanical tests of reliability. For example, the reliability of Sources A and C was accepted because they were official documents. Source B was considered to be necessarily reliable because it was a personal telegram. On the other hand, some candidates were prone to reject all of the sources, using the argument that all evidence is flawed. Historians must use even flawed evidence and sort out what is useful from what should be disregarded. The most successful candidates used their own knowledge to support or contradict the claims in the sources. Some weak candidates used their own knowledge excessively. Some answers were almost completely, or completely, reliant on own knowledge and neglected the extracts. This was the wrong approach to the question. The more successful candidates came to a considered conclusion. They confirmed the claim in the question, or contradicted or refined the claim by a counter hypothesis.

**Section B**

**Question 2**

The Key Issue was the extent to which Napoleon maintained the aims of the French Revolution. The most successful candidates explained the main aims of the French Revolution and linked them to Napoleon's policies, explaining how far he adhered to the revolutionary aims. Examiners read some good answers that made valid links, showing similarities and differences. Some answers would have been improved if they had paid more attention to the nature of Napoleon's autocracy (this was probably the least satisfactory element of most answers) but some were well-informed about government and administration. A reasonable number of candidates discussed relations with the Roman Catholic Church, particular social aspects of the Code and the treatment of dissenters. Many were happier dealing with more general economic and social issues. The least satisfactory answers only described Napoleon's policies without spending enough time on the aims of the Revolution.

**Question 3**

The Key Issue was the reasons why the Industrial Revolution brought about important social changes in Europe. The most effective answers did focus on social change and some excellent essays dealt with the emergence of new classes, encouraged by the Industrial Revolution. They considered the growth of the middle classes and the development of an urban working class. Most candidates were able to deal with urbanisation and the problems that resulted. However, some answers exaggerated the benefits of the pre-industrial age. For example, lower-class women were not forced to work for the first time when industrialisation developed. Life in rural areas for the least prosperous had always been hard. The least successful answers usually dealt very generally with aspects of industrialisation, often in a descriptive manner. They considered the causes of industrialisation, which the question did not require.

#### **Question 4**

The Key Issue was the comparative success of the monarchists and republicans in unifying Italy by 1871. Almost all of the candidates were able to link the monarchists with Cavour and other republicans with Mazzini and Garibaldi. Some good answers went further, referring to other leaders of Italian unification. The best responses were comparative in approach. For example, they considered the military resources of both groups, their relations with foreign powers, and their appeal within Italy. A few considered the political and economic advantages of Piedmont. Some were perceptive about Garibaldi's role in surrendering his gains to the monarchists. A general weakness was that answers tended to end in 1861 with the death of Cavour. A number of answers would have been improved if they had continued the argument to explain the inclusion of Venetia and Rome within a united Italy. There were also some vague answers that referred to general factors but did not link them to specific stages of unification.

#### **Question 5**

The Key Issue was a comparison of political and economic factors as reasons for New Imperialism in the later nineteenth century. The general quality of the answers was sound. Many candidates were able to provide a valid comparison and contrast of political and economic factors. A discriminating factor was the ability of candidates to support their arguments with overseas examples. (This point has been made in previous Reports.) Some moderate candidates rehearsed the views of historians but could not apply them to particular developments. The range of imperial expansion was wide and examiners do not expect comprehensive examples, but candidates should study some case studies from Africa or Asia so that they can support the points that they make. Some candidates were tempted to examine other reasons for New Imperialism; these were not irrelevant but they were not linked closely to the question. A brief mention in a conclusion might have been appropriate but some essays spent too long on these issues.

#### **Question 6**

The Key Issue was the reasons for Lenin's success as a revolutionary leader to October 1917. The general standard was sound. Most candidates showed an adequate understanding of the links between Lenin and the October Revolution. Some answers would have been awarded a higher mark if they had been more focused. For example, there were surveys of Russian history from 1905 that did not make a connection with the Key Issue. It was relevant to discuss the 1905 Revolution and the condition of the tsarist regime in 1914 but higher credit was awarded when the essays made a link with 1917. Some excellent candidates argued that Lenin was comparatively unsuccessful as a revolutionary leader until the summer of 1917. Some candidates argued convincingly that Lenin's success depended heavily on the contributions (of, for example, Trotsky) or the weaknesses or others (for example, Kerensky).

#### **Question 7**

The Key Issue was whether Hitler's rule to 1933 was a 'popular dictatorship'. There tended to be three levels of response. The most limited answers usually described some of his policies and asserted that Hitler was popular without explaining why. In the middle bands, there were answers that explained why he was popular but did not consider his dictatorship. They sometimes referred to terror but did not explain how this affected the popularity of the regime. The most creditable answers examined both the extent of Hitler's popularity and the nature of his dictatorship. There were some sound responses that explained the limitations of his popularity and examined the nature of his dictatorship. Less successful answers sometimes assumed the dictatorship without explaining it. For example, what dictatorial powers did Hitler exercise?

#### **Question 8**

The Key Issue was the impact of Marxism on Europe to 1939. The question required candidates to use their knowledge and understanding of Marxism and then to explain its effects. There were few answers and most of the responses were disappointing. There were two reasons why answers tended to be limited. Some candidates did not explain the nature of Marxism but limited themselves to some descriptive accounts of Communist governments in Russia from 1917 to 1939. Others discussed Marxism vaguely but did not demonstrate sufficient knowledge about specific developments. A few were awarded high marks. Some of the most successful answers examined the limits of Marxism. For example, they considered how far Lenin and Stalin departed from Marxist theories. They also explained negative aspects such as the reasons why Marxism was opposed, especially by the Nazi and Fascist governments of Germany and Italy.

# HISTORY

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**Paper 9697/02**

**Paper 2 – Southeast Asia: From Colonies to Nations, 1870-1980**

## **General comments**

The vast majority of candidates were able to handle all the questions posed by the examination, although naturally there was a range of responses and these varied in quality. Candidates are now generally very good at the compulsory sources question. One problem this year was with time allocation. It is vital that candidates allocate their time equally between questions, so that they do not produce a rushed final answer, which can gain poor marks and so damage their overall grade. I was impressed with the quality of written English and also the willingness of the vast majority of candidates to write analytical answers. The quantity of supporting material in each answer obviously varied according to the ability of individual candidates.

## **Comments on specific questions**

### ***Section A***

#### **Question 1**

Candidates now have a very good idea of how to answer this compulsory source based question. They are reminded that they must look at both sides of any hypothesis and also evaluate the strengths and weaknesses of the sources provided. To access the highest band they must be able to make an overall judgement on the sources provided and in the light of the evidence and their own contextual knowledge, provide a possible alternative hypothesis.

This question was generally handled very well by candidates and they are to be congratulated upon this.

### ***Section B***

#### **Question 2**

This is a fairly traditional question and has been asked in various forms before. Candidates were expected to examine the impact of colonial disruption of local authority and whether it produced new forms of indigenous political leadership. A comparison between Burma and Vietnam was a useful way of examining this question, as were studies of Thailand and Indonesia. Examinations of Indirect and Direct rule were useful. The key point was that candidates had to look at political leadership and not just the broad impact of colonial rule.

This question was generally well handled by candidates.

#### **Question 3**

This question asked candidates to assess the impact of European colonialism on the development of urban centres of administration and commerce. Candidates were expected to examine whether Colonialism left a mark on the geographical landscape of South East Asia and whether urbanisation was a natural corollary of Imperial policy. Candidates needed to look at the Dutch East Indies, French Indochina, Malaya and Singapore.

This question was generally done significantly poorer than the other questions. Candidates did not focus on the question but tended to give a rather generalised account of the impact of European colonialism. A more direct focus on the essay title was required.

#### **Question 4**

This question required an in depth look at the impact of the Great Depression on South East Asia. In particular candidates were required to look at the varying impacts on the differing regions depending on the economic changes before the Great Depression itself. Candidates should have looked at the Philippines, Cochin China, Burma as well as Java and Indochina. An examination of the Dutch East Indies was also useful.

This was a very popular question and generally done well. Some candidates produced exceptional answers with very significant economic data.

#### **Question 5**

This question asked candidates to examine the role of leadership and the personalities of the leaders in bringing about success for nationalist movements. Stronger candidates examined the role of leadership, but also other factors which affected the nationalist movements success. Candidates should have referred to Ho, Tran van Giau, Pham Van Dong, Sukarno. It was also useful if candidates compared for example, Vietnam with Malaya or India.

This question was again very popular and generally very well written. Candidates had excellent subject knowledge and could also look at a broad range of other contributory factors.

#### **Question 6**

This question was on the impact of the defeat of Japan and whether it was a help or hindrance to nationalist movements in South East Asia. The key point here was candidates had to look at the impact of the defeat of Japan and not just simply look at Japanese occupation. It was necessary to look at Indonesia, Burma, Malaya as well as Indochina. Candidates had to draw out similarities and differences of impact of the defeat of Japan.

This question was again very popular. Good quality candidates focused on the actual defeat of Japan and the impact that this had but quite large numbers tended to give a more general survey of the effects of the Japanese occupation. Nonetheless, this essay was handled well in the vast majority of cases.

#### **Question 7**

This question asked candidates to look at the role of ethnic minorities in causing political instability in newly-independent South East Asian states. The key point here was that the question asked for newly-independent states. Candidates were expected to look at whether ethnic minorities formed into political groupings in the period after independence and if so why they did this? Also candidates had to consider whether these groupings were a force for stability or instability. Candidates needed to look at Thailand, Indonesia and Malaysia.

This question was far less popular than the other essay questions. Candidates who attempted this question Generally wrote rather descriptive essays.

#### **Question 8**

This essay required an examination of ASEAN'S attempts at regional co-operation in South East Asia. This essay needed an examination of what bound the membership together and how this unity was tested by various issues which ASEAN had to handle after its foundation.

This essay was not attempted by candidates and so it is not possible to say how candidates might have handled it.

Overall the quality of answers by candidate to this examination paper is very pleasing with a significant number of excellent scripts being submitted each year.

# HISTORY

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**Paper 9697/03**

**International History, 1945-1991**

## General comments

The number of candidates for this paper was up on last year.

The overall standard was satisfactory and displayed a slight improvement on last year. The paper produced answers which covered the entire range of marks. The most successful candidates displayed a sound grasp of factual knowledge which was used to support and sustain a logical analytical argument in response to the question asked. Those candidates who underachieved did so for a variety of reasons. Some displayed sound knowledge. However, this was used to write in a narrative-descriptive way with only a limited amount of analysis, usually appearing in the introduction and/or conclusion. Other candidates lacked factual knowledge and attempted to write relevantly but failed to support their arguments with apposite evidence. Some scripts suggested that candidates suffered from a time management problem with the final response lacking sufficient range and/or depth to achieve a high mark. Finally, those candidates who delayed answering **Question 1** until last, tended to underachieve.

In a very small number of cases candidates contravened the rubric by answering **Questions 3 and 4**.

Each question on the examination paper focused on one of the topic areas contained within the syllabus. In **Question 1**, candidates were asked to assess the hypothesis that UN attempts to solve the Palestinian refugee problem were doomed to failure. The command instruction for the question 'how far' required candidates to offer an analytical answer 'for' and 'against' the proposition in the question, using source information and, if appropriate, contextual knowledge to support their answers.

The essay questions (**Questions 2–8**) were all framed in a way to encourage candidates to write balanced, analytical answers, where factual knowledge could be used as evidence to support and sustain a case.

Given the limited time available in the examination, lengthy introductions, which offer detailed background information, unfortunately limit the time available for direct coverage of the issue cited in the question. Although it is prudent for candidates to plan their answers, examiners feel that this exercise should be limited to a few minutes in order to allow for maximum time to answer the question.

## Comments on specific questions

### **Section A**

*How far do Sources A-E support the view that the UN's attempt to solve the Palestinian refugee problem was doomed to failure?*

This question required candidates to study five sources and to consider the view that UN attempts to solve the Palestinian Refugee Problem was doomed to failure. In doing so, candidates could have used information from within each source, cross-referenced information between sources, contextual knowledge to place source information in historical context and/or an assessment of the quality of information offered within each source through reference to the source's provenance.

The vast majority of candidates were able to use information from the sources to produce a balanced argument which both supported and challenged the hypothesis. Most candidates noted that some sources contained information which could be used to confirm and disconfirm the hypothesis. For instance, in Source A many candidates noted that the UN made a serious attempt to solve the problem through the passage of UN Resolution 194 of 11 December 1948. However, many candidates also noted that this Resolution had never been implemented properly and had to be reaffirmed 25 times and confirmed 130 times between 1948 and 2003.

In using Source C most candidates noted that the UNRWA had been successful in helping displaced Palestinian Arab refugees. Also, most candidates noted that source B, D and E all suggested that there were serious problems, linked to the Arab-Israeli conflict which made resolution of the refugee problem virtually impossible.

Many candidates achieved a good performance on this question through cross-referencing information between sources. In doing so candidates not only referred to similarities and differences between sources but were able to identify clearly where source information was linked. This cross-referencing took the form of suggesting that information in one source clarified the information mentioned in another or helped corroborate a view already mentioned in a source.

Several candidates attempted to substantiate their views through reference to the provenance of the sources. However, for candidates to achieve high marks in referring to provenance they had to go beyond merely stating that a source may or may not be useful and/or reliable/biased. Corroborating information, with apposite reference to authorship, possible motive for producing the source, and the date of the source, were required.

Some candidates stated that the quality of information/argument offered in sources, which supported/challenged the hypothesis, were preferred to those offering the opposing view. To ensure they were adequately rewarded for this observation candidates had to offer valid reasons to support and sustain their view.

## **Section B**

### **Question 2**

*How far has the collapse of the USSR affected the historical debate about the origins of the Cold war?*

This was a very popular question. Most candidates were able to identify the historical debate concerning the origins of the Cold War. They were able to state the traditional or orthodox view, that the Soviet Union was mainly responsible for the outbreak of the Cold War from 1945. They were able to state that the USSR harboured expansionist aims in Europe based on Marxist-Leninist ideology. Candidates were able to cite several examples to support their claim. Stalin's alleged renegeing of promises made at Yalta, the communist takeover of Eastern Europe from 1945 to 1948, in particular, in Czechoslovakia and the Berlin Blockade crisis. They were also able to mention the Riga Axioms, Kennan's Long Telegram and Churchill's Iron Curtain Speech. Most candidates were also able to mention the Revisionist view, which tended to highlight US responsibility for the outbreak of the Cold War from 1945. These candidates tended to mention the role of Truman and, in particular, the Truman Doctrine and Marshall Plan to support their case. The vast majority of candidates made reference to the Post-Revisionist view that mutual mistrust and misunderstanding by both superpowers led to the outbreak of the Cold War. Those candidates who achieved the higher marks were able to link their knowledge of the on-going historical debate with the opening up of the Soviet archives from 1991. In doing so they were able to mention the Post Post-Revisionist view which supports the traditional/orthodox view and the prime responsibility of Stalin and the USSR in causing a Cold war to break out from 1945.

### **Question 3**

*Which of the two superpowers, the USA and the USSR, was more responsible for the globalisation of the Cold War?*

This was also a very popular question. The vast majority of candidates were able to address the question directly and offered explanations of where the USA and the USSR helped globalise the Cold War. References were made to the Korean War, the Vietnam War, the Middle East, Latin America and sub-Saharan Africa as areas where the actions of the two superpowers led to an extension of the Cold War.

Several candidates took the prudent step of defining the term 'globalisation'. Other candidates under achieved by spending a significant portion of their answers discussing the background context of the development of the Cold War before 1950, with a clear emphasis on Europe.

Many candidates claimed that in certain areas both superpowers were equally to blame. The most commonly cited example to support this judgement was the Cuban Missile Crisis of 1962

Those candidates who achieved higher marks made a clear analytical assessment of which superpower was most responsible. This analysis was supported by detailed factual evidence.

#### **Question 4**

*Assess the relative contributions of the USA and the USSR to the outbreak and outcome of the Korean War.*

The alternative to **Question 3** was **Question 4**, on the Korean War. This question was also a popular choice. The vast majority of candidates were able to display sound knowledge of the events leading up to the outbreak of the Korean War and events during the war. However, not all candidates concentrated on the relative contributions of the two superpowers. Some candidates spent considerable time writing a narrative of the events which led to the outbreak of war with only implied links to the question. Also, some candidates spent time explaining why either the USA or USSR became involved in the Korean War without clear linkage to assessing the relative contribution of both superpowers to the outbreak.

A significant minority of candidates wrote about the intervention of the People's Republic of China. This information was made relevant by some candidates who linked it to the role of the USSR in deterring the outcome of the war.

Finally, some candidates under-achieved because they did not assess the relative contribution of the superpowers to either the outbreak or outcome of the war. Instead they dealt with the involvement of the USA and the USSR completely separately.

#### **Question 5**

*How successfully, in the period until 1991, did the Chinese Communist leadership respond to the problems it faced in the 1980s?*

This question was answered by a minority of candidates. Several candidates produced considerable background information to the problems faced by the Chinese Communist Party (CCP) during the 1980s. This usually involved extensive coverage of the final years of Mao's rule. Although this information could be used relevantly as contextual information concerning the problems faced during the 1980s the information was, in many cases, so extensive that it limited the time available to discuss the actions of the Chinese Communist Party during the 1980s. The problems mentioned by the majority of candidates were economic reform, the pressure for political reform and aspects of foreign relations. Those candidates who achieved higher marks were able to use detailed factual evidence to assess the degree of success achieved by the CCP.

#### **Question 6**

*How successful were international efforts in the period from 1963 to 1991 to control nuclear weapons?*

This proved to be a popular question and it produced several first class answers. Candidates were able to demonstrate their detailed knowledge of events, between 1963 and 1991, on the issue of nuclear arms control. Many candidates took the opportunity to discuss arms limitation, nuclear arms proliferation and arms reduction. The vast majority of candidates mentioned the Partial Test Ban Treaty of 1963 as their starting point for discussion. This was followed by discussion of the Nuclear Non-proliferation Treaty of 1968, the SALT talks and treaties of the 1969-1978 period, the START talks, SDI and the INF treaty of the 1980s.

Several candidates under-achieved because they did not link their detailed knowledge of the issue with an assessment of 'success' of the various issues/events they cited in their answers.



**Question 7**

*'The formation of the Group of Seven in 1975 marked the end of the USA's dominance of the international economy. How far do you agree?'*

This question was answered by a minority of candidates. However, it did produce many high quality answers. Many candidates were able to display their knowledge of the Group of Seven (G7), its aims and impact on the international economy. Several first good answers placed the impact of the creation of the G7 in broad perspective by assessing the role of the USA in the international economy before and after 1975. Others challenged the assertion made in the question. Several identified the 1970s as the decade in which US dominance of the international economy came under threat. However, they were able to argue that the collapse of the Bretton Woods System of fixed exchange rates, with the Smithsonian Agreement of 1972, was a more apt turning-point.

**Question 8**

*How far was it enterprise and hard work of their populations that explained the success of the Asian Tiger economies?'*

This proved a popular question and produced a large number of very high quality answers. The vast majority of candidates identified the Asian Tiger economies as South Korea, Taiwan, Hong Kong, Singapore and occasionally Malaysia. A wide variety of reasons were offered for the success of these economies such as government investment in education; government encouragement of enterprise through investment, tax policy etc.; the favourable international economy of the 1980s associated with globalisation; stable government; high labour productivity; concentration of electronics and computer related industries and relatively low labour costs compared to western Europe and North America. Those candidates who achieved the higher marks were first able to assess the importance of enterprise and hard work within the Asian Tiger economies and then offered a balanced assessment of these against other factors resulting in success.

# HISTORY

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Paper 9697/04

The History of Tropical Africa, c.1855-1914

## General comments

The most popular questions, in order of popularity, were 4 and 5 followed by 1 and 10. The least popular were 3, 2 and 7. There were no answers to **Question 6**. The overall standard of performance was low, with a high proportion of candidates showing insufficient knowledge and understanding of the requirements of the questions. There was also a failure on the part of potentially good candidates who had obtained high marks in one or two questions to sustain a good standard over all four questions. This suggests that their study of the syllabus had been incomplete. Almost all candidates, however, attempted four questions and there was little evidence that they had been short of time. A significant number of candidates had language difficulties serious enough to be a handicap. Most scripts were legible, and spelling and grammar were reasonably good in view of the fact that a majority of the candidates were not using their mother tongue.

## Comments on individual questions

### Question 1

*Why was the transition from the slave trade to legitimate trade accomplished with speed and efficiency in **either** Dahomey **or** in Opobo in the Niger Delta?*

Dahomey was the popular choice here. Economic reasons were identified but not always fully. Transport facilities, especially to get palm oil to the coast were discussed but not always accurately in the case of Dahomey. Efficiency of leadership and administration was rarely given adequate attention in either Dahomey or Opobo, though a few answers on Dahomey were outstandingly good in this respect. A few candidates misread the question and included material on both options in this 'either/or' question.

### Question 2

*Outline the careers of **two** of the following and explain their importance in African history: Sir George Goldie; Lewanika, King of the Lozi; Mirambo of the Nyamwezi; Mwanga, Kabaka of Buganda.*

Lewanika was the most popular choice and the best answered, with all emphasising his importance as a 'collaborator' and the reasons for, and results of, his choice. Sir George Goldie was the second most popular choice but few candidates knew enough about his career and its importance to gain much credit. The very few answers on Mirambo or Mwanga were inadequate on both the details of their careers and their importance in African history.

### Question 3

*Analyse the long term consequences to 1900, for East Africa and its people, of the establishment of the Omani Sultanate in Zanzibar.*

Answers were rare and, with a few exceptions, they were not well done.

There was little attempt to analyse the consequences in terms of showing that some were positive and others negative. Several candidates made it clear that they were not aware that the emergence of a Swahili culture had begun long before the establishment of the Omani Sultanate and that the latter had merely spread this influence, along with that of the Islamic religion, more widely over much of East Africa. Some answers covered only a short part of the period up to 1900 and omitted many of the long term consequences.

#### Question 4

*For what reasons did the European powers partition Africa in the nineteenth century? When, and why, did the partition become 'a scramble'?*

There was a wide range in the quality of the many answers to this, the most popular, question. The general reasons for partition were usually explained in some detail, but only relatively few candidates showed when and why the partition became a 'scramble'. The best candidates were aware of the 'chain' of inter-connected events between the Brussels Conference called by Leopold II in 1876 and the convening of the Berlin West Africa Conference by Bismarck in 1884 which led to the 'scramble'. The best candidates described these events in some detail and concluded with a few examples of the 'scramble' which followed the conference.

#### Question 5

*Analyse and account for the achievements of Menelik in Ethiopia between 1872 and 1913.*

Too many candidates failed to appreciate the significance of the dates in the title which should have indicated that Menelik's achievements included not only those after 1889 when he became Emperor, but also those which took place between 1872 and 1889 when he was King of Shewa. Answers restricted to his period as Emperor were incomplete. So were the answers which made little attempt to 'account for' his achievements. Only the best candidates gave an adequate explanation for his victory over the Italians at Adowa, surely his greatest achievement. The main steps he took to 'modernise' Ethiopia were usually listed, but not much was done to 'account for' the success or the extent of his modernisation programme.

#### Question 7

*What were Prempeh I's aims when he became Asantehene in 1888? Why and to what extent, did he fail to achieve them?*

Most answers made a reasonably accurate attempt to state Prempeh's aims, and subsequently explained, in general terms the basic reasons why, ultimately, he failed to achieve any of them. There was a serious lack of supporting detail, however, in most answers.

#### Question 8

*For what reasons did both Islam and Christianity enjoy a period of rapid expansion in **either East or West** Africa between 1885 and 1914?*

As in **Question 1** a few candidates misread this 'either/or' type of question and based their answers on material from both East and West Africa. The other reason why there were only two or three good answers was that very few candidates were able to give accurate and relevant specific examples to support vague, general reasons for the rapid expansion of both religions in their chosen region.

#### Question 9

*Analyse and explain, with specific examples, the various ways in which Africans showed their opposition to British rule between 1895 and 1914.*

Almost all answers ignored the phrase 'the various ways' in the title. Only a handful of candidates mentioned the various activities of members of the educated elite and the various religious and cultural forms of protest against British rule. Most candidates were content to concentrate on the Ndebele- Shona Rising or other violent forms of protest. Some of the specific examples used (e.g. the MajiMaji Rising) were not against British rule.

**Question 10**

*When, why and to what extent did the the French replace their system of 'assimilation' by that of 'association'. What were the differences between the two systems?*

This was a popular choice but an unfortunate one for many candidates. Many of the candidates answered the 'When and why' part of the question well, or at least satisfactorily; but several of these did not know that the French never abandoned 'assimilation' completely. In the 'Four Communes' of Senegal it continued to be practised; but elsewhere it was replaced by 'association'. Most candidates, however, had little knowledge or understanding of 'association' and how it worked and, therefore, earned little credit for the second part of the question. In particular they had no understanding about the role of traditional chiefs. Some candidates thought that their role was similar to that under 'indirect rule' in British colonies.

# HISTORY

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Paper 9697/05

Paper 5 History of USA, c. 1840-1968

## General comments

The entry was unusually large for the November paper. The general standard of responses was sound and the teachers who prepared the candidates deserve congratulations. It was, however, noticeable that relatively few candidates attained the highest mark bands. This was due to a tendency to play it safe by avoiding explanation and/or analysis in favour of a rather pedestrian narrative and descriptive approach. While this was most noticeable in the compulsory Source based Question, it was also present in the essay questions in **Section B**. There were no major rubric infringements, and time management skills seemed to have improved. It was, however, surprising to notice some candidates from a Centre only attempting three answers and in one case, only two.

## Comments on specific questions

### Question 1

*“There was never any real prospect that the 1850 Compromise would satisfactorily resolve the sectional tensions which arose out of the Mexican War”. Using Sources A-E discuss how far the evidence supports this statement.*

There were no very weak responses but far too many just summarised the contents of the Sources, and concluded by simply repeating the terms of the hypothesis in their own words. It cannot be emphasised too strongly that to attain the higher levels, 4 to 6, it is essential to **interpret** and/or **explain** the Sources in their **historical** context. This should suffuse the whole response, not be tagged on at the end. Only a few answers mentioned that Clay had died and that Douglas rescued the Compromise by breaking it up into separate propositions; only a few scripts mentioned the Kansas-Nebraska controversy and not many stated that the greatest weakness of the Compromise was its failure to address the explosive issue of future slavery expansion into US Territories. Historiography was notably absent except that a small number of candidates referred to the late Dr Potter’s thesis that the Compromise was an armistice, not a settlement. Many argued that the hypothesis was proved correct by the fact that Civil War occurred ten years later. But this begs the question of **why** did it fail to resolve the sectional tensions, which ultimately led to war when the Missouri Compromise of 1820 had endured for 30 years. Candidates must put the case both **for** and **against** the hypothesis and then draw a reasoned conclusion in order to earn the higher levels. The usual technique displayed in these responses was to argue only one side of the argument when **both** needed to be evaluated.

### Question 2

*Explain how and why the belief in America’s Manifest Destiny proved so strong in the 1840s and 1850s.*

A very popular question, with some very good answers bringing in Turner’s frontier thesis, and adopting a broad canvas. Too many responses focused almost exclusively on the Mexican War, which resulted in the second largest increase in territory in the United States (after the Louisiana Purchase) and made America a transcontinental power. Surprisingly few analysed the vital role of railroad expansion, and the remorseless driving out of Native American tribes was glossed over. The ‘democratic’ aspects of the doctrine were largely ignored, and the question of its being sheer hypocrisy and a cloak for greed, racism, and land grabbing was overlooked. The ‘how’ was better answered than the ‘why’.

**Question 3**

*'Johnson's real offence was his constant determination to thwart the will of Congress as expressed in the Reconstruction Acts'. How far does this explain his opponents' efforts to remove him from office?*

A popular question competently answered but with little imagination. Even if Lincoln had lived he would have faced a strong assertion of Congressional Power determined to curb the near dictatorial powers he had assumed during the war. Johnson, as the **only** Southern Democrat in the Administration, was ill placed to assert Presidential rights over Reconstruction, as against Congressional claims to determine Reconstruction. While many candidates argued that Johnson was simply continuing Lincoln's policies, this was not quite so. While Johnson (like Lincoln) intended to offer reconciliation to the Southern Whites, unlike Lincoln he had little interest in the advancement of African - Americans apart from their legal emancipation from slavery. While Johnson was determined to defend the South against punitive measures, it was precisely these that the Radical Republicans wanted. Also, Johnson wanted to make it very easy for rebel States to rejoin the Union with full political rights; however, the Republicans did not want to do this and one factor was that this would increase the Democrats' strength in both Houses of Congress, particularly the Senate. Better answers pointed out that the 1866 Congressional elections weakened the President and vastly strengthened the Radicals. Few pointed out that Johnson lacked management skills and was both obstinate and incapable of compromise. His attempting to veto the Constitutional amendments when it was quite certain these vetoes would be overridden was tactically inept. No candidates pointed out that if Johnson was removed from office, he would be succeeded as President by Wade, President pro tem of the Senate, a leading Radical and one of Johnson's bitterest opponents.

**Question 4**

*How far is it justified to speak of an agrarian revolt among American farmers in the period 1865-96?*

Very few answered this question. The reason for the decline in farming incomes (over - production elsewhere in the world) was ignored and factors, such as the application of technology to agriculture were overlooked. The political aspects were usually dealt with ineptly and few argued that Populists were swallowed up by the Silver Democrats and Bryan's two campaigns of 1896 and 1900. Some candidates made rather heavy weather of a literal interpretation of 'revolt' as meaning armed rebellion, rather than political unrest.

**Question 5**

*Compare Martin Luther King and Malcolm X as leaders of the Civil Rights movement of the 1950s and 1960s.*

Very popular and answered with verve and real enthusiasm. Not surprisingly the emphasis was on King (the only non - President to have a national holiday named after him) and candidates summarised his career well. Few discussed the origins of his non-violent philosophy and how he managed with great skill to reconcile aggressive and technically illegal actions with it. However, he acquired a great moral stature in the key areas of Northern opinion (though not at all in the South), and few candidates showed the great skill he displayed in developing links with the media, in particular television, and key opinion formers in the Democratic national leadership. Most candidates mentioned the contrast between his powerless followers and armed police with clubs and fierce dogs attacking them. A cynic could argue that the notorious 'Bull' Connor played a crucial but unwitting role in moving Northern opinion in favour of immediate granting of civil rights to Afro - Americans in the South.

By contrast Malcolm Little (better known as X) was dealt with more superficially. Better candidates pointed out the different backgrounds; King, educated, middle class and from the South; X a product of the Northern city ghettos and a graduate of prison, not university. It was correct to stress his aggressive, contemptuous attitude to whites, his espousal of Islam as against King's Christianity and his rejection of non-violence. Better candidates stressed his appeal to young, urban blacks and how his views appeared to be softening before his death. Comparisons and contrasts were dealt with in passing, rather than integrated into the argument. No one pointed out that X's aggression and militancy actually helped King's cause by pointing out the appalling likely consequences of the failure of King's legal approach. Surprisingly few pointed out that King actually delivered the goal of a Federal Civil Rights Act and by being able to build bridges with key opinion formers and politicians while X's appeal to whites was non-existent. Virtually all responses mentioned that the lives of both were cut short by assassination.

**Question 6**

*Evaluate the impact of the Depression on American Society, 1929-1939.*

A very popular question but indifferently answered, with little evaluation and a great deal of description and narrative treatment. An excessive amount of space was allocated to the origins of the Depression and too little to its impact. The impression was that some candidates were determined to use their set answers on the New Deal of FDR as answers to this question. Clearly the New Deal was an important and integral part of the Depression's impact, but the question specifically points to society in its broadest aspect; unemployment, bankruptcies, the collapse of living standards, an increase in crime and vagrancy, and the collapse of local and state government finances etc. Answers often stopped at about 1936, ignoring the fact that the Depression continued until the Rearmament programmes which followed the break down of the Munich Agreement of 1938.

**Question 7**

*'Why, in spite of President Wilson's policy of neutrality, did America enter World War I in 1917?*

The question naturally divided into two aspects. Why was the US neutral in 1914 (and for most of the War's duration) and secondly, why did the US enter the war as an Associated Power (not an Ally) in late 1917? Candidates usually concentrated exclusively on the first aspect, stressing correctly that there was no obvious reason **why** the US should enter a European conflict in which no clear US interests were involved. The Monroe Doctrine was invoked and most candidates mentioned that Americans of German and Irish descent were hostile to Britain while Jews were hostile to Russia. The elites (including Wilson) were strongly Anglophile. The fact that the US made many substantial loans to the Allies and traded so extensively in wartime materials, though not weapons, was largely overlooked and the steady drift from strict neutrality to partiality and help to the Allies was not discussed. As regards the key aspect of the question, why America entered the war, the Lusitania incident and the Zimmermann telegram were given undue weight, as against the fact that after the first Russian Revolution in February 1917 it seemed only too likely that Germany would win the war and this would have been against US interests. The argument can be put that US intervention was essential to prevent this and to protect its huge financial commitment to the Allies. The fact that in 1914 the US was the world's largest debtor nation and by 1918 was the world's largest creditor nation was nowhere mentioned. Many candidates stressed correctly the cumulative effect on American opinion of persistent and skilful British propaganda directed at winning round the United States to the Allied cause.

**Question 8**

*'Assess the consequences from 1945 to 1968 of the great expansion of higher education in the United States.*

Very few responses, except for one Centre which had clearly prepared for this section of the syllabus, whose answers were of high standard. The dramatic facts of expansion needed to be spelt out and that a College education became increasingly a norm rather than confined to a small elite. The impact of the GI Bill was the engine for growth immediately following 1946, followed by the sustained economic boom of the 1950s and the early 1960s. Better scripts dealt with the increased bureaucracy of universities, the growth of vast impersonal schools (U Cal had 100,000 candidates in 1968), and the close links between universities, business and federal government agencies. These, combined with the unpopular Vietnam war and the draft for candidates, led directly to the candidate power movement and revolt in nearly all American campuses by the end of the period. Many answers, however, had little relevance to the question.