

**MARK SCHEME for the October/November 2006 question paper**

**9697 HISTORY**

**9697/03**

Paper 3, maximum raw mark 100

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

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

Mark schemes must be read in conjunction with the question papers and the report on the examination.

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2006 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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### Generic mark bands for essay questions

Examiners will assess which Level of Response best reflects most of the answer. An answer will not be required to demonstrate all of the descriptions in a particular Level to qualify for a Mark Band.

In bands of 3 marks, Examiners will normally award the middle mark, moderating it up or down according to the particular qualities of the answer.

In bands of 2 marks, Examiners should award the lower mark if an answer just deserves the band and the higher mark if the answer clearly deserves the band.

<b>Band</b>	<b>Marks</b>	<b>Levels of Response</b>
1	21-25	The approach will be consistently analytical or explanatory rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by very appropriate factual material and ideas. The writing will be accurate. At the lower end of the band, there may be some weaker sections but the overall quality will show that the candidate is in control of the argument. The best answers must be awarded 25 marks.
2	18-20	Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that a good solid answer has been provided.
3	16-17	Essays will reflect a clear understanding of the question and a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation but there may be some heavily descriptive or narrative passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance and depth in factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence.
4	14-15	Essays will indicate attempts to argue relevantly although often implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions and conclusions. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be more organised more effectively.
5	11-13	Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the requirements of the question. The approach will lack analysis and the quality of the description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the answer will be unbalanced.

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6	8- 10	Essays will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries that lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question.
7	0- 7	Essays will be characterised by significant irrelevance or arguments that do not begin to make significant points. The answers may be largely fragmentary and incoherent. Marks at the bottom of this Band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points.

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## SECTION A

### Question 1. Source-Based Question

#### THE UN AND THE PALESTINIAN REFUGEE PROBLEM, 1948-1949

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

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

These answers will write generally about the Palestinian Refugee Problem, but will ignore the key issues in the question, i.e. they will not use the sources as information/evidence to test the given hypothesis. For example, they may discuss the Palestinian/Israel problem or might write generally about the Palestinian Refugee Problem. They may not link this information to the period 1948-49. Include in this level answers which use information taken from the sources which offer a summary of views but which do not test the hypothesis.

L2: USES INFORMATION TAKEN FROM THE SOURCES TO CHALLENGE **OR** SUPPORT THE HYPOTHESIS. [6-8]

These answers use the sources at face value only with no evaluation/interpretation in context. They refer to only one side the of argument.

They may state EITHER:- I think the UN attempts to solve the Palestinian Refugee Problem were doomed to failure because of the opposition of Israel. This is shown in Source A where it states that UN Resolution 194 had been reaffirmed more than 25 times and confirmed more than 130 times. But it had not been implemented.

OR:- In Source C the UN, through the UNRWA, had done considerable work to aid Palestinian Refugees and in Source D Israel had accepted 100000 refugees after US urging.

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

These answers know that testing the hypothesis involves both attempting to confirm and disconfirm it. However sources are used at face value only. They may group information from sources to confirm and disconfirm the hypothesis.

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

These answers are capable of using sources as evidence. They may demonstrate an understanding of the provenance of the source as part of constructing an argument to challenge or support the hypothesis. They may also place the sources in historical context through the use of own knowledge on the subject. They may also cross-reference information between sources as part of the construction of an argument.

For example, they may state that Source A has been produced by an Arab Broadcasting Organisation which is unlikely to support the Israeli case and may take a position which supports the Palestinians.

OR, they may state that Source E, which was produced by the Jewish Virtual Library is likely to suggest that the UN plans were not doomed.

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

These answers know that testing the hypothesis involves attempting both to confirm and disconfirm the hypothesis and are capable of using sources as evidence to do this. (i.e. both confirmation and disconfirmation are done at this level). Evaluation may involve an assessment of the provenance of the sources, cross-referencing information from sources to offer an evaluation or placing the sources in historical context as part of an evaluation to test the hypothesis.

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L6: AS L5 PLUS  
EITHER

(a) AN EXPLANATION WHY EVIDENCE TO CHALLENGE/SUPPORT THE HYPOTHESIS IS BETTER/PREFERRED.

OR

(b) RECONCILES/EXPLAINS PROBLEMS IN THE EVIDENCE TO SHOW THAT NEITHER CHALLENGE NOR SUPPORT IS TO BE PREFERRED. [22-25]

Answer may be

EITHER:-

(a) That the argument that challenges or supports the hypothesis is preferred because of the quality or weight of evidence to confirm or disconfirm the hypothesis. This must involve a COMPARATIVE judgement i.e. not just why some evidence is preferred but also why other evidence is not preferred or is worse.

OR:-

(b) Include ALL L5 answers which use the evidence to MODIFY the hypothesis (rather than simply to support/contradict it) in order to improve it.

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## SECTION B

### **2. How far has the collapse of the USSR affected the historical debate about the origins of the Cold War?**

Candidates have the opportunity to discuss the challenging nature of historical interpretations of the origins of the Cold War. They may be able to explain that since 1945 there have been a variety of interpretations concerning the origins of the Cold war.

They may state that the traditional/orthodox interpretation, which was dominant from the mid 1940s to the 1960s, and suggested that responsibility lay with Stalin and the USSR. Such interpretations cite the Soviet takeover of eastern Europe and the Berlin Blockade Crisis. In support of the argument candidates may cite contextual information such as the Marxist-Leninist idea of spreading communism across the globe.

Candidates may also cite the revisionist interpretation which tended to lay responsibility with the USA and, in particular, President Truman. In support of this interpretation candidates may mention Truman's aggressive/abrasive manner in dealing with Molotov, which contrasted with FDR; the Truman Doctrine and Marshall Plan and the creation of NATO.

Candidates may mention the post-revisionist interpretation which suggests the Cold War began because of misperceptions and misjudgements by both the USA and USSR. They may mention divisions over Germany, German reparations, the creation of Bizonia, the Greek Civil War, the defensive nature of Soviet policy in eastern Europe. Finally, candidates may mention that since the collapse of the USSR evidence has come to light which reinforces the traditional/orthodox interpretation.

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

This question has no definitive answer. Candidates can choose between the two superpowers. The quality of the answer will depend upon the sophistication of the argument used and the quality/detail of supporting factual evidence.

The USSR's support for the North Korean invasion of South Korea, in June 1950; the Soviet support for Cuba in 1961-63, which includes the Cuban Missile Crisis of 1962; the Soviet sponsorship of liberation movements in Africa, Asia and Latin America are all evidence to support the view that the USSR was more responsible.

The counter claim (that the USA was more responsible) could include the creation of defensive alliances which encircled the USSR (NATO, CENTO, SEATO); the domino theory as applied to SE Asia and shown by involvement in Indo-China; US belief that any left-wing government was potentially pro-Soviet and had to be overthrown:- Guatemala, 1954 and Chile, 1973.

In addition, candidates may state that they are equally responsible. The most obvious example to support this interpretation would be superpower involvement in the Middle East from 1956.

### **4. Assess the relative contribution of the USA and the USSR to the outbreak and outcome of the Korean War.**

The USSR can be held responsible for the start of the Korean War through Stalin's encouragement of Kim Il Sung, of North Korea, in his attempt to reunify the peninsula by force in June 1953. During the war the USSR also supplied military material and advisers to the North.

In determining Soviet involvement in the outcome of the war (a stalemate followed by a ceasefire) candidates may mention that the USSR supplied advisers and pilots to North Korea. They may also state that it was only after death of Stalin that a ceasefire could be arranged, implying Soviet influence on the Northern war effort.

They may also state that Soviet influence on the outcome diminished rapidly following the intervention of the People's Republic of China in late 1950.

The USA can be held responsible for the outbreak of the war because of the mixed signals given to South Korea and the USSR about US resolve. Acheson's speech about the US defence perimeter in East Asia could be cited as an example.

Once the war began US involvement, at first, prevented the fall of South Korea, involved the invasion of North Korea which led to Chinese intervention and US resolve forced a stalemate/ceasefire by 1953.

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

Candidates may state that at the start of the 1980s the PRC was still an authoritarian, command economy following the basic principles of Marxist-Leninist ideology. It was the legacy of Mao's reforms such as the Cultural Revolution. From 1978, under the leadership of Deng, China began to transform itself economically. The Four Modernisations laid the foundations of a social-market economy. The creation of SEZs and TVEs helped transform the economic sector. So, by 1991, unlike the USSR, China had successfully engaged in economic transformation. In addition, China's military strength was transformed making it a regional superpower by 1991.

The economic liberalisation of Chinese society did not lead to political liberalisation. As a result, by 1989, movements began to demand greater political freedom. These culminated in the Tiananmen Square massacre of 1989. By 1991 the CCP was firmly in control.

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

Candidates can refer to both arms control and arms limitation. In 1963 the Partial Test Ban Treaty established limitations on the testing of nuclear weapons. However, it did not include France and China, who acquired nuclear weapons during the 1960s. In 1968 the Non-Proliferation Treaty attempted to control the increase in nuclear weapons. France and China did not sign and by 1991 other states had acquired nuclear weapons such as Israel and South Africa. Also by 1991 India and Pakistan were developing a nuclear capability. There, non proliferation was only partially successful.

In terms of arms control the SALT I and SALT II treaties of the 1970s limited the development of ABM systems. However, Reagan's SDI programme of 1980s increased tension between the superpowers and led to increase in the USSR's nuclear arsenal. However, the START talk of the 1980s and the INF Treaty marked first real attempt to reduce nuclear weapons held by superpowers.

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

The formation of the Group of 7 reflected a major change in economic power with the post-1945 world economy. On one hand it could be argued that the USA was no longer the leader. The Smithsonian Agreement of 1972 brought to an end the dominance of the US Dollar in international currency trading. The Vietnam War transformed the USA from a creditor into a debtor nation. The Oil Crisis of 1973 dealt a heavy blow to US heavy industry, in particular, the car industry.

The creation of the Group of 7 could be seen as the culmination of these events of early 1970s.

The counter argument could be that US dominance may have ended but US leadership remained. US economy was still the largest in the world. New York was still the most important financial centre.

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

Asian Tiger economies usually include Singapore, Hong Kong, South Korea and Taiwan. However, they may also include Malaysia and Japan. In these states the culture of enterprise and hard work were held in high esteem. This is shown in the relative productivity rates and relative investment and R and D rates compared to western countries.

However, candidates may also cite other factors. Most obvious would be investment in education, political stability, relatively low birth rates, encouragement of inward investment and the positive role of government in sponsoring enterprise.