

MARK SCHEME for the May/June 2007 question paper

9697 HISTORY

9697/03

Paper 3 (Paper 3), maximum raw mark 100

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

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

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

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

CIE is publishing the mark schemes for the May/June 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2007	9697	03

GENERIC MARK BANDS FOR ESSAY QUESTIONS

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

In bands of 3 or 4 marks, examiners will normally award the middle mark / one of the middle marks, moderating it up or down according to the particular qualities of the answer. In bands of 2 marks, examiners should award the lower mark if an answer just deserves the band and the higher mark if the answer clearly deserves the band.

Band	Marks	Levels of Response
1	21–25	The approach will be consistently analytical or explanatory rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by very appropriate factual material and ideas. The writing will be accurate. At the lower end of the band, there may be some weaker sections but the overall quality will show that the candidate is in control of the argument. The best answers must be awarded 25 marks.
2	18–20	Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that that a good solid answer has been provided.
3	16–17	Essays will reflect a clear understanding of the question and a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation but there may be some heavily descriptive or narrative passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance and depth in factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence.
4	14–15	Essays will indicate attempts to argue relevantly although often implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions and conclusions. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be more organised more effectively.
5	11–13	Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the requirements of the question. The approach will lack analysis and the quality of the description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the answer will be unbalanced.
6	8–10	Essays will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries that lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question.
7	0–7	Essays will be characterised by significant irrelevance or arguments that do not begin to make significant points. The answers may be largely fragmentary and incoherent. Marks at the bottom of this Band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points.

Page 3	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2007	9697	03

SECTION A

1 Source-based question:

THE UN AND PEACEKEEPING IN CYPRUS, MARCH 1964

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

These answers will write about the UN and peacekeeping in Cyprus and might use the sources. However candidates will not use the sources as information/evidence to test the given hypothesis. If sources are used, it will be to support an essay-style answer to the question.

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

These answers use the sources as information rather than as evidence, i.e. sources are used at face value only with no evaluation/interpretation in context, e.g.

EITHER 'I think UN were biased towards the Greek Cypriot dominated Government of Cyprus because Source C regarded that government as illegitimate and in Source D it states that the Greek Cypriots were very happy with Resolution 186 while the Turkish Cypriot leader left the UN in tears'

OR 'I do not think the UN was biased towards the Greek Cypriot dominated Government of Cyprus because in Source A the UN consulted the Turkish government as well as the Greek Cypriot government and in Source B the UN Secretary-General contacted both the Greek and Turkish governments for their support in returning Cyprus to peace'

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

These answers know that testing the hypothesis involves both attempting to confirm and to disprove it. However, sources are still used only at face value, e.g. 'There is evidence both for against the idea that the UN was biased towards the Greek Cypriot dominated Government of Cyprus. In favour of the view are Sources C and D which stated that the UN recognised the illegitimate Government of Cyprus which was an obstacle to the settlement of the Cyprus problem. Also Source D states that when Resolution 186 was passed the Greek Cypriots were jubilant and the Turkish Cypriot leader was in tears.'

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

These answers are capable of using sources as evidence, i.e. demonstrating their utility in testing the hypothesis, by interpreting them in their historical context, i.e. not simply accepting them at their face value, e.g.

EITHER 'I think it is true that the UN were biased towards the Greek Cypriot dominated Government of Greece because Source D and E support that view. These are written by individuals and groups that had first hand knowledge of Cyprus affairs.'

OR 'I do not think the UN was biased in favour of the Greek Cypriot dominated Government of Cyprus because the UN had consulted Turkey before Resolution 186 was passed, as stated in Source A and the Secretary-General, in Source B had contacted both the Greek and Turkish governments. Source E suggests that the UN adopted an impartial stand towards both Greek and Turkish Cypriot communities.'

Page 4	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2007	9697	03

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

These answers know that testing the hypothesis involves attempting both to confirm and disconfirm the hypothesis, and are capable of using sources as evidence to do this (i.e. both confirmation and disconfirmation are done at this level).

e.g. (second L4 example)PLUS the following:- However, using my own knowledge that the Government of Cyprus was dominated by Greek Cypriots who, in 1974, attempted to unite Cyprus with Greece, which prompted the Turkish invasion of Cyprus of that year. Also, the UN always attempted to gain the support of the host country in its peacekeeping operations. Therefore, it had to include the Government of Cyprus in Resolution 186.

L6 AS L5, PLUS **EITHER** (a) EXPLAINS WHY EVIDENCE TO CHALLENGE/SUPPORT IS BETTER/PREFERRED, **OR** (b) RECONCILES/EXPLAINS PROBLEMS IN THE EVIDENCE TO SHOW THAT NEITHER CHALLENGE NOR SUPPORT IS TO BE PREFERRED [22-25]

For (a) the argument must be that the evidence for agreeing/disagreeing is better/preferred. This must involve a comparative judgement, i.e. not just why some evidence is better, but also why other evidence is worse. They may include evidence from the sources, which are mentioned in L5 band descriptor to support and sustain the case offered, e.g. *Source A and B are from official UN sources and therefore offer precise, objective information about what happened at the time. Sources C and D are from sources likely to be prejudicial against the Greek Cypriots while Source E is from an academic writing long after the event who puts forward a pro-UN view.*

For (b) include all L5 answers which use the evidence to **modify** the hypothesis (rather than simply seeking to support/contradict) in order to improve it, e.g. *Following source evaluation, the evidence is finely balanced. However, the information in Sources A, B and E outweigh in importance the information contained in Sources C and D in terms of objectivity.*

However, contextual knowledge shows (i) That support of the Government of Cyprus was central to the success of a peacekeeping operation and (ii) The UN ensured that it consulted Greece and Turkey as well as the former colonial power, the United Kingdom in trying to find a solution.

Page 5	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2007	9697	03

Section B

2 To what extent were the Truman Doctrine and Marshall Plan the major causes of the Cold War in Europe in the years 1945 to 1949?

This question offers candidates the opportunity to assess the significance of the Truman Doctrine and Marshall Plan in causing the Cold War in Europe.

In their answers they may refer to the on-going historical debate concerning the origins of the Cold War in Europe. In identifying the US policy of containment and economic recovery they may cite the Revisionist argument concerning causation or they may adopt a post-revisionist stance by stating that the two policies were misjudged by the USSR and, as a result, increased East-West tension.

The Truman Doctrine and Marshall Plan were referred as two halves of the same walnut by the US leadership. They planned to contain communism through military assistance and economic aid.

Candidates may offer other causes such as disagreements which resulted from the Yalta and Potsdam Conferences; the actions of Stalin in Eastern Europe 1945-48; Churchill's Iron Curtain speech ; the Berlin Blockade of 1948-9 etc.

3 How far was the USSR responsible for the beginning of détente and the start of the Second Cold War in the years 1963-1985?

Candidates will be expected to assess USSR responsibility.

They could mention the easing of tension following the Cuban Missile Crisis. The Partial Test Ban Treaty of 1963 and the creation of the Molink are examples. This could be offset by USSR support for North Vietnam and the Arab States in the 1960s. They could mention the role of Brezhnev in creating the conditions for a thaw in East-West relations from 1969. This led to SALT 1; international cultural exchanges; the end of the Vietnam War and the Helsinki Accords. They may mention an important factor was the development of the Sino-Soviet split.

They may also counter this view by referring to the roles of Nixon and Kissinger in accepting peaceful co-existence and a lessening of Cold War tension.

For the second part of the answer candidates could refer to the Soviet invasion of Afghanistan and the placing of SS20 missiles in East Europe.

To counter this view candidates may mention the actions of the Carter administration from 1979-1981 and the Reagan administration 1981-1985 in developing US military capability.

Page 6	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2007	9697	03

4 'The outcome of the Cuban Missile Crisis of October 1962 was a victory for both the USA and USSR.' How far do you agree?

Candidates will be expected to study the Cuban Missile Crisis of October 1962.

In support of the view that it was a victory for the USA candidates may mention that JFK was able to get Soviet missiles removed from Cuba, which was the main cause of the Crisis. JFK received considerable praise by the world's media at the time as being the victor in forcing the USSR to climb down.

To counter this view the USSR were able to get US agreement to remove Jupiter missiles from Turkey and to receive an assurance from the USA that they would not invade Cuba. As a result the USSR removed a major threat to its own security and ensured the survival of a socialist country in Latin America.

5 How far was Ronald Reagan responsible for the end of the Cold War?

Candidates will be expected to assess Reagan's role. They may state that his conventional arms build up helped create major economic problems for the USSR to sustain its part of the arms race. By 1985 and the accession of Gorbachev to power the USSR was trying to find a way to end the arms race and the Cold War conflict that went with it (e.g. Afghanistan)

Reagan also moved Pershing II and Cruise missiles into Europe in 1983 to make clear to the Soviet leadership that the USA was determined to contain and confront communism. Also Reagan's SDI created a new dimension to the arms race which the USSR could not match.

Finally Reagan was willing to work with Gorbachev to reduce nuclear weapons and ease Cold War tension.

However, candidates may cite other factors such as the role of Gorbachev, George Herbert Bush and the declining quality of the Soviet economy.

6 How far was the development of new strategies of deterrence by the USA, from 1950 to 1989, a response to the development of Soviet nuclear weaponry?

Candidates will be expected to assess the factors which led to the development of different strategies of nuclear deterrence by the USA from 1950 to 1989.

They should consider massive retaliation, MAD and flexible response, the latter in connection with NATO. With the advent of Soviet nuclear weapons the concept of massive retaliation gave way to MAD, while the development of new delivery systems such as submarine borne nuclear weapons and Intermediate and battlefield nuclear weapons led to the development of flexible response.

Candidates may also mention the decision to upgrade theatre nuclear weapons such as the deployment of Pershing II and Cruise missiles in western Europe in 1983.

In each case, it could be argued that changes in policy were a response to Soviet nuclear developments. However, candidates may argue that the changes in strategy were the results of ways in which the nuclear arms race could be used to further the foreign policy aims of the USA/NATO.

Page 7	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2007	9697	03

7 ‘Japan’s economic success was more to do with domestic policies than the changing nature of the international economy.’ How far do you agree with this view?

Candidates are required to assess the reasons for the rapid economic growth of Japan from the 1950s onwards.

In doing so they are expected to assess the importance of domestic policies against other factors. Domestically the creation of large cartels geared towards manufacturing with a work ethic associated with company loyalty by employer and employee created the economic conditions for growth. In addition, the dominance of the Liberal Party gave political stability and developed pro-business policies associated with a major export drive. This is associated with Ministry of International Trade and Investment (MITI).

Candidates may consider other factors such as the changing international economic scene with the growth of the global economy; the lack of investment and strategies by trade rivals such as the UK and USA; the impact of the Oil Crises of the 1970s etc.

8 ‘International aid to developing countries encouraged corruption and did little to relieve poverty’. How far do you agree with this view of international aid from 1960 to 1991?

Candidates will be expected to assess the impact of international aid on the developing world between 1960 and 1991.

They may argue that aid to the developing world by the superpowers was part of their attempt to gain influence in the global confrontation of the Cold War. Much of this aid was in the form of military equipment (e.g. Mengistu in Ethiopia). Such aid did little to aid the relief of poverty. In fact the opposite happened. Aid of this nature inflamed local regional conflicts causing war (e.g. Ogaden War between Ethiopia and Somalia in 1978-9; the War between Ethiopia and Eritrea in 1980s; Angolan War 1975-1990s).

Candidates may also refer to the kleptocracy in the developing world where aid enriched corrupt leaders (e.g. Bokassa in the Central African Republic).

However, they may argue that aid by NGOs did relieve poverty. CAFOD, Oxfam etc. made important contributions to relieving poverty. Also, one-off aid such as Live Aid after 1985 in Africa.