

**MARK SCHEME for the October/November 2010 question paper
for the guidance of teachers**

9697 HISTORY

9697/21

Paper 2, 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, which would have considered the acceptability of alternative answers.

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

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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 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.

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SECTION A

THE CREATION OF THE CROWN COLONY, 1945-1946

1 Source-based question: How far do Sources A–E support the view that Britain was more concerned with Malaya's interests than with Singapore's when it created a Crown Colony in 1946?

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

These answers will write about the creation of the Crown Colony in Singapore 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.

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.

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.

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).

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

For (a) the argument must be that the evidence for agreeing/disagreeing is better/preferred. This must involve a comparative judgement, i.e. not just why some evidence is better, but also why other evidence is worse.

For (b) include all L5 answers which use the evidence to **modify** the hypothesis (rather than simply seeking to support/contradict) in order to improve it.

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	Content	Analysis L2-3		EVALUATION	L4-5	
A	Primary source from British Government Report.	Suggests main aim of policy to aid Malays but also recognises Singapore's needs.	Y/ N	X ref with B	Source's utility limited because of date of publication.	Y/N
B	Primary source from British government paper.	Takes a considered view of both Malay and Singapore interests.	N	X ref with D	Source takes a balanced view that takes into consideration Singapore's position.	N
C	Primary source from British Administration Report.	Takes the view that Singapore wanted a closer association with Malaya but this was denied.	Y	X ref D and E	Source states that British mainly concerned with Malays, not Singapore.	Y
D	Secondary source from a Singapore academic.	Takes the view that interest of Malays was main reason for policy. Ignores Singapore.	Y	X ref C and E	Source looks back and highlights the view that British mainly interested in Malays.	Y
E	Secondary source from an academic.	Takes view that British military interests, fear of communism and fear over racial balance in Malaya to blame.	Y	X ref with A and C	Source contains information which offers a balanced view but highlights British concerns.	Y/N
	On balance assertion is supported.					

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Section B

2 Why was Siam able to avoid colonisation while other areas of Southeast Asia were parts of European empires, in the years to 1914?

Candidates have the opportunity to assess why Siam stayed free from direct colonial control while other areas fell directly under colonial administration. They may mention the skill and diplomacy of successive Thai kings, such as King Chulalongkorn (1868-1910), who were able to play European states off against each other. They may also mention that the main European colonial powers, Britain and France, aimed to prevent each other from gaining direct influence. However, areas of Siam did fall under European rule, such as parts of Laos and Cambodia to France and the Malay states of Perak, Perlis and Kelantan to the British. Finally, candidates may mention the Entente Cordiale of 1904 which outlined British and French spheres of influence in SE Asia, thus preserving Siamese independence.

Also candidates may mention factors which led to direct European control over other areas of SE Asia; Burma: British attempts to preserve the eastern frontier of their Indian Empire; Malaya and Singapore: trade and economic development; Indo-China: France's search for international prestige and economic advantage; East Indies: Dutch quest for economic advantage; Philippines from 1898: US search for a colonial empire and international prestige.

3 How far did colonial governments allow indigenous participation in administration in the period to 1941?

Candidates have the opportunity to assess the involvement of indigenous people in colonial administration. In the Malay peninsula and Brunei the British used indirect rule through local monarchies. However, elsewhere the British engaged in direct rule in the Straits Settlements. There is also the limited indigenous participation in Sarawak under Rajah Brooke and in the administration of the North Borneo Company in Sabah.

Candidates may also mention that the French used indigenous participation in the lower echelons of colonial administration.

In gauging success candidates can mention that the British experience in the Malay peninsula and Brunei were successful but elsewhere the lack of indigenous participation encouraged the development of anti-imperial movements.

In order to achieve the highest levels candidates must use clear and detailed examples and reach a judgement in relation to the 'how far' element of the question.

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4 How far did the Great Depression of the 1930s affect Southeast Asian economies and societies in the years to 1941?

Candidates have the opportunity to assess the impact of the Great Depression. In economic terms it led to a depression in commodity prices across the regions, thus adversely affecting economies such as the Malay peninsula and Indo-China. However, the Philippines, protected by special access to US markets avoided the worst of the slump, although the US did place limits on Philippine imports in 1930s. Declining exports seriously affected colonial revenues and the activities of colonial governments and Siam. The state revenues of FMS and Dutch East Indies fell by approx 50% between 1929 and 1932. Attempts were made to protect major industries. Colonial administrations joined world-wide schemes to bolster prices such as the Chadbourne plan for sugar and the International Rubber Regulation Agreement.

Private firms were also badly hit, for instance in Java only 45 out of 179 western owned sugar factories survived. Socially the number of government officials was reduced; European employees in places like Sumatra and Java were dismissed while indigenous workers faced both unemployment or wage cuts. In plantations the Depression led to a more balanced sex ratio as women were employed in particular in Malaya. Also, the Depression led to rapid decline in indentured service, in particular in the Dutch East Indies. Smallholders suffered badly across the region, especially in Burma where many lost their landholdings to moneylenders.

5 Assess the impact of the Japanese Occupation on Southeast Asian nationalist movements?

Candidates have the opportunity to assess the impact of the Japanese Occupation on SE Asia. Japan's main purpose of occupation was economic. However the main impact in the long term was political. The Japanese Occupation undermined the authority of the colonial regimes which they failed to recreate once the Japanese were defeated. They assisted the growth of nationalist movements. The Second World War caused a reassessment of the British position in SE Asia and led to major plans for reform immediately after the war with the creation of the Malayan Union.

The war also had a major impact on nationalist movements, in particular the growth of communist groups. This was most evident in the Malay peninsula and Indo-China, where the Viet Minh became the dominant nationalist group, proclaiming independence from France in September 1945. In the Philippines the war merely accelerated the decision by the USA to give the islands independence which had begun before the outbreak of war.

6 How far did the Cold War affect the process of decolonisation?

Candidates have the opportunity to assess the impact of the Cold War on decolonisation. A major impact of the Cold War was in French Indo-China, where the US initially backed French attempts to re-impose colonial rule, and after the French withdrawal in 1954, to take a more active, direct role.

The Cold War also affected the Malay peninsula, with the outbreak of the Emergency by 1948 which delayed British plans for withdrawal from the Malay peninsula for a decade. However, in other areas the Cold War did not have a major impact on the process of decolonisation. Examples could be found in Burma and Indonesia.

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7 Assess the view that the emphasis on national unity led to political and economic tensions within newly-independent states?

Candidates have the opportunity to assess the impact of attempts to create national unity on newly-independent states. Candidates could mention attempts to create both Malaysian and Indonesian national unity on the indigenous Chinese population in the respective states. These led directly to ethnic confrontation and, in the case of Malaysia, the creation of a new type of citizenship which gave preference to the Bumiputras. Candidates could also mention the major political and economic tensions affecting the reunited Vietnam after 1975. Candidates may also mention the attempts by the Pol Pot regime in Cambodia from 1975-78 to create a form of national unity based on radical communist principles which resulted in genocide.

8 To what extent were economic factors the cause of rivalry between newly-independent states?

Candidates have the opportunity to assess the importance of economic factors in creating inter-state tensions. They may mention the dispute between several SE Asian countries and China over the Spratly and Pescadores Islands which was based primarily on the desire to acquire oil rich areas in the South China Sea. They may also mention tension between Malaysia and the Philippines over islands in the Sulu Sea for the same reason. Economic issues were also a factor underlying the clash between Indonesia and Malaysia in Borneo in the 1960s.

However, candidates could mention other factors to balance their answers. For instance ideology was important in relations between the newly-independent states of Indo-China and their neighbours, and also between themselves.