

CONFIDENTIAL
June 2002

GCE A LEVEL

MARKING SCHEME

MAXIMUM MARK 100

SYLLABUS/COMPONENT : 9697/03

HISTORY
Paper 3

IMPORTANT NOTICE

Marking schemes have been issued on the basis of ONE copy per Assistant Examiner and TWO copies per Team Leader.



REVISED MARKING SCHEME : JUNE 2002

[Note: generic mark bands will be used in addition to this marking scheme.]

SECTION A

1. Source-based question : UN Specialised Agencies and Economic Development

L1 WRITES ABOUT THE HYPOTHESIS, NO USE OF SOURCES

[1-5]

These answers will be about the specialised agencies and economic development, but will ignore the question, i.e. they will not use the sources as information/evidence to test the given hypothesis. Include in this level answers which use information taken from the sources, but only in producing an account of UN's response, rather than for testing the hypothesis.

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. 'Yes, it is true that the specialised agencies hindered the economic development of Third World countries because Source C shows that the specialised agencies refused to work with the private sector' OR 'No, the specialised agencies helped the economic development of Third World states because many of them responded to the economic needs of those states. You can tell this from Source B.

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 disconfirm it. However, sources are still used only at face value.

e.g. 'There is evidence both for and against the view that the specialised agencies hindered the economic development of Third World states. If you think the evidence supports this view then Source D helps you because it shows specialised agencies such as the IMF working to maximise global profits. But Source A gives a different impression because it shows how the policies of a key specialised agency, the World bank, are influenced by the views of 'underdeveloped' countries.

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. 'I think it is true that specialised agencies hindered the economic development of Third World states. When you look at sources like Source A you have to question its argument because it claims that the World Bank is run by all its member states when the three largest states have more than half the votes' OR 'I don't think that the specialised agencies have hindered economic growth in the Third World. Source D blurs the difference between specialised agencies and trans-national corporations and so is not necessarily reliable'.

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. (first L4 example PLUS the following) However, some of the sources do suggest that the specialised agencies helped the economic development of Third World states. The authors of Source C included leading politicians and experts from both the First and Third Worlds and They would have known the reality of the situation. And Source C also shows specialised agencies working with Third World states.

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, e.g. it argues that, even if some agencies have hindered the economic development of Third World states, not all of them have necessarily done so. This can be argued through the different opinions/perceptions shown in the sources or by establishing different criteria for support.

SECTION B

- 2. How far do you agree that the Cold War in Europe broke out because Soviet and Western leaders misinterpreted each other's words and actions?**

The Americans could have misinterpreted Soviet words, such as Stalin's election speech of February 1946, but there more likely to misinterpret Soviet actions. These include the Communist coup in Czechoslovakia and the Berlin Blockade.

The Soviets could have misinterpreted Western words, such as Truman's containment speech (1947) as well as Churchill's Iron Curtain speech (1946). They could have misinterpreted Marshall Aid and NATO and even the Western response to the Berlin Blockade.

Thus plenty of accessible material to choose from. For Mark Bands 1 and 2, candidates should consider the argument that the Cold War was the result of deliberate policy by either West or East (or both) rather than the result of a misunderstanding.

- 3. 'More often than not, superpowers, rather than causing regional conflicts, were reluctantly drawn into existing local disputes.' How far does a study of the Cold War in the period 1950-80 support this view?**

Regional conflicts which could be covered include the Korean War, the Vietnam War, the Congo Crisis, the Palestinian problem and various disputes in Latin America and Africa, not forgetting Afghanistan. Slightly untypical were the Cuban crisis and the Sino-Soviet conflict because they directly involved one of the superpowers from the start.

Detailed analyses of two or three crises, preferably from different decades, should suffice for Band 3 and, if thoroughly done, Band 2. To go still higher, candidates need to place a case-based analysis in a broader conceptual framework.

4. **Compare and contrast the policies of the USA and the USSR towards Vietnam in the 1960s and 1970s.**

The Americans provided economic support for South Vietnam from the late 1950s, military advice in the early 1960s and military support from 1965 to 1975. The last included bombing of North Vietnam and eventually of Cambodia. It aroused great domestic and international opposition. It also failed.

The USSR provided economic support for North Vietnam from the late 1950s and military aid from the mid 1960s until and beyond the withdrawal of the USA. The aid took the form of military hardware, such as tanks and aircraft. The Soviet Union also provided economic assistance to the newly-united Vietnam, as well as help in its war against Cambodia in 1979-80. It aroused no great international opposition, mainly because North Vietnam was seen as a small state under attack from the world superpower. The aid was effective.

Thus some nice contrasts to be made, both about the aid and the contexts in which it was offered.

5. **How valid is the view that the Cold War came to an end only because American and Soviet politicians lost control of events?**

The events include those in the USSR and Europe, particularly the impact of glasnost in the USSR and the fall of the Berlin Wall. AS a result of the latter, the result of popular action, German unification became a demand which those opposed to it could not resist, even though they might want to prevent it. As the division of Germany in the late 1940s had started the Cold War, so its reunification in 1990 meant the end of the Cold War.

The politicians include Reagan/Bush, Thatcher, Kohl and Mitterrand in the West, Gorbachev and the CPSU leaders in the USSR. The question implies that they would have continued the Cold War but for their loss of control of events. Thus candidates should properly consider the aims, attitudes and policies of Reagan/Bush and Gorbachev as a minimum.

6. **'Though less successful than the partial test ban treaty (1963), the nuclear non-proliferation treaty (1968) should still be counted as a success.' How far do you agree?**

The partial test ban treaty did achieve its limited aims of stopping atmospheric testing of nuclear weapons, at least among signatory states. China and France, both of which signed the treaty only in the 1990s, continued atmospheric tests for a time in the 1960s, if not much later. However, the treaty did not stop nuclear tests – though that was not its aim.

The non-proliferation treaty has been more successful than many had expected when it was first signed in 1968. Many more states have since signed up and furthermore have kept to the terms of the NPT. The exceptions are significant, however. The nuclear powers were able to continue to expand their weapons (i.e. vertical proliferation). 'Threshold' nuclear powers, such as China and India refused to sign the NPT.

There should be sufficient material on which to develop an analysis. The key discriminator will be knowledge and understanding of the NPT.

7. **'The Japanese economic miracle was as much a consequence of favourable external circumstances as it was of correct domestic policies and practices.' Discuss.**

In other words, Japan was greatly helped by the support of the USA in the context of the Cold War. It had no defence costs. It received financial support and access to the US market (while being able to

protect its own economy). It was also able to reinvest in the latest production techniques in order to 'catch up' with the USA.

The economic miracle also needed suitable government policies, such as encouragement of export-led growth and the use of Keynesian economics. Examples of Japanese working practices include their company paternalism, their work ethic and their adoption in the postwar era of US management techniques, e.g. Deming.

There is enough for those who have studied the expansion of the Japanese economy to become the world's second largest, after the USA. A combination of detailed knowledge and broad understanding is the most likely to bring success.

8. Analyse the causes and consequences of the Third World debt crisis which broke out in 1982, when Mexico defaulted on its international debt repayments.

NB The reference to Mexico has been included to distinguish a specific debt crisis from the generic debt problems of Third World countries.

The 1982 debt crisis was a result of over-generous lending by First World banks of surplus petrodollars following the rise in oil prices in the 1970s.

The consequence of the Mexican default was that other countries, mainly in Latin America, followed suit. Because the debts were commercial rather than sovereign, they could not easily be written off. At one stage, the stability of the international banking system was in doubt. Various rescue plans were devised in the mid-1980s. Eventually, a country-by-country debt rescheduling scheme eased the problem, helped by the revival of the international economy. The consequence for many citizens of the defaulting states was a cut in their standard of living.

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SECTION B

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The politicians include Reagan/Bush, Thatcher, Kohl and Mitterrand in the West, Gorbachev and the CPSU leadership in the USSR. The question implies that they would have continued the Cold War, but for events outside their control. Thus candidates should properly consider the policies, aims and attitudes of Reagan/Bush and Gorbachev at the very least.

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There is enough for those who have studied the revival of the Japanese economy to become the world's second largest, after the USA. Those with a detailed knowledge and broad understanding of the topic will do best.

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P.B.
8.11.01.