

## MARK SCHEME for the May/June 2006 question paper

### 9697 HISTORY

9697/01

Paper 1

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 initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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 minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

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

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



<b>Page 1</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – May/June 2006</b>	<b>9697</b>	<b>01</b>

### 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 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 2	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2006	9697	01

Source based question: analysis and evaluation

**QUESTION: ‘Germany was more responsible than Britain for the naval race before the First World War.’ Use Sources A-D to show how far the evidence confirms this statement.**

	CONTENT	ANALYSIS [L2-3]	EVALUATION [L4-5]	CROSS-REFERENCE TO OTHER PASSAGES	OTHER (e.g. Contextual knowledge)
A	Diplomatic report	Y - William II's notes are intemperate. N - Britain insisted on its naval supremacy.	Y - The Ambassador's report seems moderate and objective but the Kaiser's notes seem reliable evidence of his hostility and extreme views.	Y - Supported by all of the other Sources in the claim that naval rivalry was important. N - The Kaiser's extremism is not reflected in C and D.	Y - Naval rivalry was the basic reason for Britain's suspicion of Germany. Linked with Britain's role as a world power.
B	Government report	Y - The scale of Germany's fleet was outstripping Britain's. Superiority at sea was essential to Britain's security	Y - Most of the report is factual and probably accurate.	Y - Fleet building is referred to in A. N - C and D deny that Germany's fleet was a threat Britain.	Y - Since Bismarck, William II's Germany had embarked on a policy to enhance its importance as a world power. This would necessarily rival Britain.
C	Memoirs	N - Germany needed a fleet to defend its interests. Britain would not allow the freedom of the seas. Germany did not wish to replace Britain as a world power. Germany did not deserve all of the blame for the war. Y - To some extent, Germany's fleet increased tensions.	N - Memoirs might be unreliable because they tend to justify the writer. Y - Scheer sums up quite accurately the fears of Germany.	Y - Confirmed by D and to some extent by B. N - Contradicted by B and to some extent by A.	Y - Britain did see Germany as a threat to its world position. The naval race was not the only factor causing World War I. N - The effects of the rapid growth of the German navy are underestimated by Scheer.
D	Memoirs	N - The German navy was needed to protect colonies.	N - Memoirs might be unreliable because they tend to justify the writer. Germany's aims went beyond the protection of colonies.	Y - Confirmed by C. N - Strongly contradicted by A as evidence of William II's attitude.	Y - Germany's colonies caused tensions. Imperialism led to overseas rivalries and disputes.

**NB: These responses indicate only one way to analyse and evaluate the passages. Alternative arguments can be proposed, as long as they are soundly based.**

Key: Y and N, i.e. the source supports or challenges the hypothesis

Page 3	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2006	9697	01

## SECTION A

### 1 Source-Based Question: The Origins of World War I

#### The Naval Race Before World War I

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

These answers write generally about the causes of World War I with limited reference to the naval race 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 will not discuss *'Germany was more responsible than Britain for the naval race before the First World War'* but might make only general points about the causes of the war. Include in this level answers which use information taken from the sources but only in providing a summary of views expressed by the writers, 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.

*For example, 'The Sources agree with the claim that Germany was more responsible than Britain for the naval race before the First World War. Source A shows that the German Ambassador believed that the naval race was dangerous and that this view was shared by Lloyd George, the British Chancellor of the Exchequer. Metternich believes that Britain had no intention of threatening Germany at sea. The Kaiser's notes on the report indicate that he took a very threatening attitude and that he was not willing to compromise. Source B defends Britain's policies to increase its navy against a German threat at sea. In Source D, the Kaiser supported a stronger German navy to defend German colonies, a threat to Britain's imperialist strength.'*

#### 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 used only at face value.

*For example, 'There is evidence for and against the claim that Germany was more responsible than Britain for the naval race before the First World War. Source A agrees with the claim because both Metternich and Lloyd George recognise the danger of the naval race, whilst William II's attitude and his anti-British views confirm the danger to peace of the naval race. Source B shows the fears of the British government that the German navy was becoming too strong. Source D is evidence that the Kaiser wished to use the navy to defend Germany's colonial interests, which was a direct challenge to British imperial interests. Bismarck thought that a stronger fleet was unnecessary. On the other hand, Source C disagrees. Scheer blames Britain for exaggerating the German naval threat. The German fleet was intended only for defence and it would be unfair to blame Germany for the growing crisis. To some extent, Source D can also be used against the claim because William II also claimed that the fleet was intended only for defence of the colonies.'*

Page 4	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2006	9697	01

- 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 face value.

*For example, 'It is more accurate to conclude that Germany was more responsible than Britain for the naval race before the First World War. Source A is useful evidence for two reasons. First, it gives the views of a leading German official and there is no reason to doubt Lloyd George's willingness to compromise with Germany in order to agree a settlement of the naval problem. Secondly, the aggressive notes of William II show that he was unwilling to compromise and that he would refuse to moderate German policy. These notes reflect his personal views accurately. Source B might be unreliable. Government memoranda are not always objective, but it quotes figures and facts that can be checked. By 1908, Germany was overtaking Britain in the number of large warships that it was launching. Although Source D might be unreliable because it is from the Kaiser's Memoirs, which would justify Germany, it shows that Bismarck, the great German statesman, believed that a large German fleet was unnecessary.'*

- L5 BY INTERPRETING AND EVALUATING SOURCES IN CONTEXT, FIND 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 conformation and disconfirmation are done at this level).

*For example, (L4 plus) '...On the other hand, Source B claims that Britain, not Germany, was to blame. Scheer's Memoirs would have been strongly pro-German, written after the war to justify himself and defend Germany's actions before the war. However, he was an Admiral and would have been in a position to know about Germany's policy. Source D can also be used to some extent to contradict the claim because of the emphasis on defending the colonies although the Kaiser ignores the fact that Britain would see this as endangering its world position.'*

Page 5	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2006	9697	01

- L6 AS L5, PLUS **EITHER** (a) EXPLAIN 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 challenging or supporting the claim is more justified. This must involve a comparative judgement, i.e. not just why some evidence is better, but why some evidence is worse.

*For example, 'Although there is evidence in the Sources both to challenge and support the claim that Germany was more responsible than Britain for the naval race before the First World War, the more convincing case supports the claim. Source A probably contains the strongest evidence, as a frank exchange of views between the German Ambassador and a leading British minister. These men would be expected to defend their countries' policies but they see the possibility of reaching an agreement. However, the Kaiser's notes underline the fact that disapproved of any concessions to Britain. The tone of his notes is very significant. Source B contains a well-reasoned case and shows how the building of a large German fleet disturbed international stability. Source C does reveal Germany's concern to protect its empire but its claims against Britain are exaggerated. Scheer's Memoirs were very one-sided and take not take Britain's anxieties into account. It is also untrue to claim that Germany intended only to build a small number of ships because its ship-building programme was more extensive than Britain's by 1908. In Source D, the Kaiser's apparently moderate views contradict his attitude in Source A, which is a more reliable reflection of his attitude.'*

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.

*For example, 'An alternative explanation is that responsibility should be shared between Germany and Britain. Britain's insistence that it should continue to have the largest navy in Europe was understandable because its army was small and its overseas commitment were very extensive, but Sources C and D reveal the importance to Germany of its empire. The most significant extract, showing the shared responsibility for the growing hostility, is Source A. It shows that a settlement might have been possible if both sides had pursued an agreement.'*

Page 6	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2006	9697	01

### Section B

**2 'From 1789 to 1799, who posed the more dangerous threats to the French Revolution: its internal or its external enemies?'**

The key issue is the threats or dangers to the French Revolution. Candidates should note that the question ends in 1799 with the coup d'état of Brumaire, the end of the Directory, and Napoleon's accession to the Consulate. No particular ceilings are suggested for incomplete answers but answers that end in 1794-95 with the fall of the Jacobins might be worth at least one band lower than would otherwise be awarded. Candidates should consider both internal and external threats. Answers that discuss only one aspect and completely ignore the other cannot expect more than a mark in a middle band. However, examiners will not look for an even balance in even the best essays; a reasonable balance but one that is weighted to one side can score very highly. The quality of the argument will be of prior importance. Internal enemies included the King and court to Louis' execution in 1793. His recognition of the Revolution, and the concessions that he agreed, were half-hearted. Royalists within France and those who left the country (émigrés) continued to agitate. The influential Church was hostile. Conservative regions of France, especially the more rural areas, were hostile to the changes, such as the Vendée. From 1795, the Directory tried to draw back from the alleged excesses of previous years but was unsuccessful in controlling disorder until the advent of Napoleon. France had to face foreign enemies from the inception of the Revolution and open war broke out in 1792 against Austria and Prussia. The danger of overwhelming defeat and the fall of the Revolution seemed very real. Foreign enemies later included Britain, Holland and Spain. Although unsuccessful at home, the Directory had more success abroad, especially through the victories of Napoleon in Italy. Weak answers will probably be vague about the threats and might be confined to very general accounts of the Revolution. Answers in the middle bands might focus on threats but deal with them in a highly descriptive manner, lacking assessment and comparison. The most successful answers can be expected to be analytical, focused on assessment and supported by appropriate factual knowledge.

**3 How far had European countries developed industrial societies and economies by the middle of the nineteenth century? (You should refer to developments in at least two of Britain, France and Germany in your answer.)**

The key issue is the extent and limits of industrial development in Europe by the middle of the nineteenth century. A characteristic of the weakest answers might be that they limit themselves to general accounts of industrialisation without any sense of period. In the middle bands might be answers that accept the onset of industrialisation uncritically. The most successful answers will be able to deal effectively with the spread of industrial societies and economies but will also show some awareness of continuity, as well as change. No country was fully industrialised by 1850. By the middle of the nineteenth century, Britain was well on the way to becoming an industrial society and economy. By 1851, more people were living in urban than in rural areas. France was still largely agricultural. There was evidence of industrial change with the growth of some large cities but the balance was against industrialisation by 1850. In Germany, Prussia was clearly showing signs of industrialisation but other regions of Germany were more traditional. Examiners will not require that candidates distinguish between 'societies' and 'economies' but the terms appear in the question to help candidates to organise their answers more effectively. Candidates can explain the move to larger urban classes, especially the capitalist middle orders and the working class. Factories grew with more mass production. Communications grew in some regions and countries to assist in the development of industrial societies and economies.

Page 7	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2006	9697	01

**4 'Bismarck's foreign policy was more successful before the unification of Germany in 1871 than afterwards.' How far do you agree with this judgement?**

The key issue is the comparison and contrast of the two periods of Bismarck's foreign policy. The most successful answers will focus on this comparison but examiners should not underestimate the value of answers that are structured sequentially. They might still contain strong evidence of comparison/contrast. However, it is reasonable to expect a fair balance between the two periods. 60: either way can merit any mark band. 70:30 will normally lead to the award of one band lower than would otherwise be given. 11 marks will require a satisfactory study of one of the periods with some relevant references to the other. Moderately successful answers might be heavily weighted to description, with judgements taking a minor place. Candidates will surely agree with Bismarck's success to 1870 - 71. He outwitted Austria, relegating it to a less important role in Germany but still maintaining its alliance in spite of imposing a decisive military defeat. France was overwhelmingly defeated but in a way that did not scar Prussia as the aggressor in the eyes of other countries. There is likely to be more disagreement about his success after 1871. Success can be seen in the maintenance of a general peace and the inability of France to gain revenge for the battle of Sedan. His treaties, for example the Dreikaiserbund, put Germany at the heart of European diplomacy with seemingly strong allies. The Triple Alliance was agreed with Austria and Italy whilst the Re-insurance Treaty seemingly maintained friendly relations with Russia. Germany was generally on good terms with Britain. On the other hand, he had created a dangerous and lasting rival in France whilst the attempts to maintain friendship with both Austria and Russia might have been doomed to failure in view of their rival interests in the Balkans. Nevertheless, Bismarck placed Germany in an extremely important European position. Some candidates might refer to imperial policy; this is not a necessary part of the question but should not be dismissed as irrelevant.

**5 'Imperialism resulted in more problems than benefits.' Assess this judgement on the effects of imperialism on Europe in the later nineteenth century.**

The key issue is the effects of imperialism on Europe. Weak candidates often tend to narrate the causes of imperialism. Such an emphasis cannot lead to a high mark because it will be tangential to the question. The repetition of 'resulted' and 'effects' in the question points clearly to the issues that should be discussed. Another characteristic of limited answers on this topic is the tendency to make general statements that are not substantiated by examples. However, with such a wide topic, examiners will be realistic in their expectations of the number of examples that should be included in answers. Effective points can be illustrated briefly. Problems included growing tensions in international diplomacy, for example the rivalry between Britain, France and Germany. Another problem was the failure of many colonies to produce the profits that were envisaged. Benefits included the prestige of gaining world-wide empires. Some industries were encouraged. Technology was encouraged. Some people believed at the time that the mission of 'Social Darwinism' reflected well on European states.



Page 8	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2006	9697	01

## 6 How stable was the tsarist regime in Russia on the eve of the First World War in 1914?

'How stable...?' invites candidates to consider both the positive and negative features of tsarist Russia. A good answer can be written on the basis that the regime was either basically stable or unstable but the most successful answers should consider alternative claims. However, the nature of the question does not demand equal attention to each aspect. The question clearly ends in 1914. A conclusion might possibly look forward briefly to the problems that followed 1914 but it is not a salient aspect of the question and therefore should not be part of the main argument. Unless they are marked by considerable irrelevance, the weakest answers are likely to be vague, making only unsupported assertions and being very patchy. Answers in the middle bands might be highly descriptive about people and events. They will lack assessment except possibly for brief comments at the beginning and end. The case for stability might include a growing economy and the absence of an effective domestic opposition. The regime seemed to have weathered the crisis of 1905. The police system, supported by a loyal army, kept dissent under control. There seemed little chance of a revolution, even less of a Bolshevik revolution, in 1914. Against stability was the failure to introduce effective political reforms. The regime relied on autocratic means of maintaining its power. The four Duma since 1906 achieved little. There was constant political and industrial dissatisfaction from groups, including strikes, that could not be completely suppressed. The Tsar was personally revered but his circle of family and courtiers were not held in high regard. His weak personality and tendency to autocracy hindered a more modern form of government.

## 7 Why, by 1939, had Stalin been able to impose totalitarian rule on the Soviet Union?

The key issue is the establishment of totalitarian rule under Stalin. The question asks 'Why..?' and the most successful answers will be analytical. Candidates can consider a variety of factors, including personal, political and economic issues, but the focus should be on 'totalitarian'. The question begins in 1924, with the death of Lenin. Good candidates will consider the factors that led to Stalin's rise to sole power by about 1929. This was partly based on his position as Secretary of the Communist Party, giving him leverage over many officials, and partly on his personal gift for intrigue. Indeed, his position as party chairman remained crucial to his power. He did not become prime minister until 1941. It meant that, although his power was overwhelming, it was used indirectly and was theoretically subject to the will of the party. This gave an appearance of populism and democracy which strengthened rather than weakened his hold over affairs. He outwitted Trotsky and used Zinoviev and Kamenev as allies in his bid for power. Throughout the 1930s, he used purges to free himself of old allies and possible rivals. And the purges went further, to destroy any groups that might be unreliable, such as military officers. However, propaganda hid this dark side, portraying Stalin as the Father of the People, Lenin's Heir and Defender, and the Great Moderniser. Lenin had already established Russia as a one-party state and Stalin insisted on his claim to be Lenin's successor and the true safeguard of Marxist-Leninism. Reference can be made to economic changes in industry and agriculture but these factors should not be presented completely descriptively. They should be linked to the key issue. For example, the suppression of the Kulaks arose partly from Stalin's determination to put down a troublesome group, as well as from ideological reasons. A description of collectivisation itself will not take answers very far towards an explanation of the reasons why he was able to become a totalitarian ruler.

Page 9	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2006	9697	01

**8 How different were the causes of the 1789 Revolution in France and the 1848 Revolutions in Italy?**

The key issue is the nature and extent of the contrast between the causes of the two revolutions. Good answers, worth 18 - 25 marks, should be reasonably balanced between the two sets of events. 60:40 can take an answer to any mark. 70:30 would normally result in the award of one mark band lower than would otherwise be given. A mark of 11 will require an adequate knowledge and understanding of the causes of one of the revolutions. Candidates might be expected to take one of two approaches. They might tackle the question thematically, considering points in order and applying them to each revolution in turn. Alternatively, they might discuss the revolutions sequentially. The first approach is more likely to lead to one of the highest marks but the second should not be underestimated if the sequence includes valid points of cross-reference. The danger of the second approach is that the contrast/comparison might be limited to a brief introduction or conclusion. This might point to the 14 - 15 band. Candidates might argue that 1789 was a revolution against a monarchy in a single state whilst 'Italy' was not a state but a combination of states. The revolutions were essentially against a foreign ruling power (Austria). The causes of the French revolution were long in development but the 1789 crisis was comparatively sudden whilst the 1848 Revolutions in Italy followed unrest and some minor rebellions in the 1820s and 1830s. Nationalism was a force in 1848 unlike 1789. The importance of personal leadership was different. There was no parallel to Mazzini in 1789 France. Although the importance of Italian unification as a motive can be exaggerated, there was no equivalent in France. 'How different..?' invites candidates to consider some similarities. Social and economic forces were influential in both revolutions. Some might argue that ideas played a part in both, that nationalism in 1848 was the parallel to enlightened political ideas in 1789. This point might be thought acceptable although it stretches the importance of the *philosophes* in France. Some candidates might claim that the French Revolution proved an inspiration to Italy in 1848.