

MARK SCHEME for the May/June 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 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.



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

SECTION A

1 Source-based question: The UN and International Co-operation over the environment

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

Candidates will write about the UN and the international co-operation over the environment and might use the sources. However, they will not use the sources as information/evidence to test the given hypothesis. If sources are used, it will be to support a more general, essay-style answer to the question.

1.2 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, ie sources are used at face value only with no evaluation/interpretation in context. For example:

EITHER ‘Yes, it is true that the 1972 Stockholm Conference was a significant turning point in international environmental co-operation. Source A states that the conference was the first time the world community had worked together to tackle environmental problems.’

OR ‘No the 1972 conference was not a significant turning point. You can tell this from Source C which says that international co-operation remained very weak even after the Conference.’

1.3 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. Thus:

‘There is evidence **both** for **and** against the view that the Stockholm Conference was a significant turning point. If you think the evidence supports this view, then Source D helps you because it shows how Stockholm led to the explosion of NGOs and the development of international environmental law. However, Source B shows how the environment continued to deteriorate even after Stockholm, which shows that Stockholm made no significant difference.’

1.4 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, ie demonstrating their utility in testing the hypothesis, by interpreting them in their historical context, ie not simply accepting them at their face value. For example:

EITHER ‘I think it is true that the Stockholm Conference was a turning point in international environmental co-operation. Source C, which maintains that Stockholm was not historic, is undermined by all other sources, and especially by A, who is not directly involved in the environmental movement.’

OR ‘I don’t think that the Stockholm Conference was a significant turning point. When you look at Source E, you question its argument because the author is speaking at a conference in Sweden held to review the 1972 Conference. He is bound to give a favourable view. And cross referencing to Source A questions Source E’s assertion that UNEP was a significant factor in later treaties.’

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1.5 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 (ie both confirmation and disconfirmation are done at this level).

e.g. (first 1.4 example plus the following) When you consider Source D, you must take into account the fact that the author not only took part in the 1972 Conference but he is looking back thirty years later. This means he is likely to exaggerate the importance of the Conference. In fact, the Cold War, which he alone mentions, probably undermined the case he was making.'

1.6 AS 1.5 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, ie not just why some evidence is better, but also why other evidence is worse.

For (b) include all 1.5 answers which uses the evidence to **modify** the hypothesis (rather than simply seeking to support/contradict) in order to improve it, eg argues that although Stockholm was a turning point, it was not a significant turning point. On the evidence of the sources, the more significant turning point was the environmental disasters of 1983-6.

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SECTION B

2 How far do you agree that neither the USA nor the USSR intended to cause the Cold War?

Candidates will be expected to discuss the reasons for the outbreak of the Cold War after 1945. The question is framed in a way to encourage discussion of the post-revisionist view which suggests that neither Super Power deliberately set out to start a Cold War. Instead the Cold War was caused by misinterpretation of intention by the other Super Power. Soviet control over East Europe was perceived by the USA and the West as an attempt at Soviet expansion in line with Marxist-Leninist ideology which suggested an ultimate goal of world domination. The Berlin Blockade Crisis of 1948-9 was perceived as a deliberate attempt to force the western Allies out of West Berlin as another example of this strategy. On the Soviet side, the Iron Curtain speech of Churchill, in 1946, the Truman Doctrine and Marshall Plan of 1947 were both seen as attempts by the USA to impose its economic and political views on all Europe.

Candidates may also counter the claim by putting forward views associated with the traditional, revisionist and post post-revisionist interpretations. They may state, in support of the traditionalist and post post-revisionist view, that the USSR was an expansionist power in Eastern Europe and only unity and resolve by the USA and its western allies could prevent further expansion. They may also consider the revisionist view, that suggests that the Cold War was caused mainly by the USA, and Truman in particular. The Long Telegram, Truman's aggressive style of diplomacy, the Truman Doctrine and NATO could all be cited as evidence of this view.

Candidate's may offer long-term causes of the Cold War, such as the success of the Bolshevik Revolution of 1917 but this approach must be linked to events from 1945.

3 To what extent did the USA attempt to 'roll back' communism, rather than merely contain it, in the period 1950 to 1985?

Candidates will be expected to discuss the nature of US policy towards the spread of communism.

In Korea candidates may mention that US policy began as an attempt to contain the North Korean invasion of South Korea but then developed into a war to conquer North Korea.

In Latin America, US policy attempted to roll back Leftist regimes in Guatemala in 1954, Cuba in 1961 and through Operation Mongoose, from 1962 onwards. The US also helped overthrow the leftist regime of Allende in Chile in 1973.

In Africa, US, through its surrogate, South Africa, attempted to roll back the communist regime in Angola and in destabilise the leftist regime in Mozambique.

However, candidates will also mention that throughout most of the period US policy was one of containment. In South East Asia, the US attempted to prevent communist takeovers of Laos, Cambodia and South Vietnam. Also, in the Middle East, the US attempted to safeguard the independence of Israel. However, from late 1970s the US won over Egypt to the western camp.

In Afghanistan from 1979, US policy was one of containment.

To achieve higher marks candidates should offer definitions of both roll back and containment.

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4 To what extent did the reasons for, and nature of, American and Soviet intervention in the Middle East between 1956 and 1982, differ?

To achieve higher marks candidates are expected to address both aspects of the question.

With reference to reasons: the USA initially wanted to prevent conflict in the region but increasingly became the backer of Israel, finally attempting to gain allies in the Arab world from 1970s, in particular Egypt and Jordan.

USSR intervention was initially due to an attempt to increase influence in the Middle East by exploiting the Arab-Israeli conflict.

In terms of the USA from 1956 to 1982, US policy was directed at preserving the state of Israel. Initially this was done diplomatically, as in the Suez Crisis but more significantly in ending the Yom Kippur War of 1973. The height of US diplomatic involvement came with the Camp David Accords of 1978 where US President Carter brokered a deal between Begin of Israel and Sadat of Egypt which led to end of war between these two states and the Israeli evacuation of Sinai. Also, from 1973, the USA replaced France as the main supplier of military equipment, in particular, military aircraft.

Soviet involvement involved supplying economic aid to Arab states, in particular, providing expertise to Egypt in the building of the Aswan High Dam. However, the main form of Soviet involvement was the provision of military equipment and advice to Arab states increasingly throughout the period.

5 How far do you agree that the growth of nationalism within the USSR was the main cause of its collapse by 1991?

Candidates will be expected to assess the reasons for the collapse of the USSR in 1991. In support of the assertion in the question will be the rise of nationalism particularly in the Baltic states, Ukraine and the Caucasus. The decision of Estonia, Latvia and Lithuania to declare independence from the USSR had a catalytic effect on the rest of the USSR. Candidates may mention that by 1991 the Central Asia republics of Kazakhstan, Turkmenistan, Uzbekistan, Tadjikistan and Kirghizia had all declared autonomy from Moscow.

Nationalism also explains why autonomous areas within the RSFSR, such as Tartarstan and Bashkirstan also sought independence.

By August 1991, the USSR had virtually disintegrated along nationalist lines.

However, candidates should also cite other factors such as the impact of the collapse of communist rule in Eastern Europe in 1989, the economic failures of the Soviet system and the impact of the attempted Communist coup against Gorbachev as important other factors.

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6 Discuss the view that in the period 1950 to 1980, the nuclear arms race did more to stabilise the Cold War than to destabilise it

Candidates will be expected to assess the role of nuclear weapons and the nuclear arms race on the conduct and development of the Cold War. Candidates could mention that by the late 1950s the concept of Mutually Assured Destruction (MAD) did much to stabilise the Cold War. The development of two vast nuclear arsenals meant that the USA and USSR could not confront each other directly in a military conflict.

However, the nuclear arms race could be seen as destabilising with developments such as Anti-Ballistic missile systems (ABMS) which threatened to undermine MAD and, thus, increase tension between the two Super Powers.

However, many candidates may cite the Cuban Missile Crisis of October 1962 as offering the best example of the destabilising effect of nuclear weapons.

Candidates may also mention that the nuclear arms race forced both Super Powers into fighting surrogate wars (e.g. Vietnam, Angola etc) which had a destabilising effect.

7 Why, throughout the Cold War era, was the capitalist world economy so frequently in crisis?

Candidates may mention the following:

Crises immediately following the Second World War; the Oil crises of 1970s; Slumpflation in the 1970s; changes in technology and decline of smokestack industries and rise of Sunrise industries; impact of rising economies: West Germany, Japan, Asian Tigers; collapse of Bretton Woods system in early 1970s; international debt crises in 1970s-1980s; protectionism.

Candidates could mention any of these and refer to how these crises impacted on the capitalist world economy.

8 Assess the impact of decolonisation on newly-independent states in the period from 1945 to 1991.

Candidates could mention a number of states in their answers to illustrate the impact of decolonisation. They may mention the economic success stories of states such as Malaysia and Singapore where decolonisation enabled these states to develop their own effective economic policies which resulted in rapid economic growth. They may mention how decolonisation resulted in economic instability caused by ethnic tension such as the Biafran War in Nigeria in the 1960s and the Bangladesh War in early 1970s. They may mention the impact of corruption and the growth of kleptocracy. They may mention the development of socialism in states such as Tanzania.

Overall, candidates should offer a variety of consequences involving more than one newly-independent state.

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9067/3 & 9697/3 INTERNATIONAL HISTORY 1945-1991

SOURCE-BASED QUESTION: SUMMER 2006

QUESTION: how far was the 1972 Stockholm Conference a significant turning point in international co-operation on the environment?

	CONTENT	ANALYSIS (1.2-3)		EVALUATION (1.4-5)		
				Cross-reference	Other (eg Content, Passage)	
A	Extract from a secondary written source	A argues that Stockholm began international co-operation but that co-operation limited until 1980s	Y/N	X-ref to E on disasters of 1980s supports A	Two inaccurate dates question reliability – but not significantly	Y/N
B	Extract from a secondary spoken source	B argues that Stockholm important turning point but co-operation limited	Y/N	X-ref to C supports arguments	Leading participants in setting up UNEP, danger of rose-tinted glasses – but content more important	Y/N
C	Extract from a secondary written source	C argues that only in the 1980s was co-operation effective, thus Stockholm no great turning point	N	X-ref to other sources shows all saw Stockholm as historic; A is most significant. However...	Author of C more disinterested than those of B, D and E and more specialist than author of A	N
D	Extract from a secondary spoken source	D argues that Stockholm was an important turning point, especially in Cold War. No negatives	Y	No clear evidence to support or refute assertions, though B mentions political divisions	Leading participant in Stockholm and writing in UN magazine – beware, 1972 height of détente – so?	N
E	Extract from a secondary spoken source	E argues that formation of UNEP shows 72 a turning point, as shown by UNEP & agreements	Y	X-ref to A shows that UNEP was not key factor in treaties of late 80s	Head of UNEP, argument rather tendentious?	N

- (a) Evaluation undermines (but does not refute) the sources supporting the assertion while supporting those against
(b) Sources reconciled if 'significant' withdrawn from question

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

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GENERIC MARKING BANDS FOR ESSAY QUESTIONS

Examiners will assess which marking band best reflects the quality of the answer. They should not expect answers to show all the qualities included within the band description. The choice of mark within the band will depend on the quality of the analysis and the amount of supporting information. Essays in bands 1-3 will clearly be question-focused, whereas answers in lower bands will show a primary concern with the topic rather than with the question asked. However a question focus is not sufficient in itself to place an essay in bands 1-3; this must also be accompanied by sufficient accurate, relevant supporting material.

BAND MARKS QUALITY OF THE ANSWER

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 appropriate factual material. 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 achieve 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. The writing will be mostly accurate.
3	16-17	Essays will reflect a clear understanding of the question and constitute 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 narrative or descriptive passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance or depth of factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence. The writing will be generally accurate.
4	14-15	Essays will indicate attempts to argue relevantly, though often only implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions or 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 organised more effectively. The writing will usually be accurate.
5	11-13	Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the demands 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 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. The writing may show some accuracy but there will also be frequent errors.
6	8-10	Essays will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries which 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. The writing will show significant weaknesses.
7	0-7	Essays will be characterised by significant irrelevance or by arguments which do not begin to make significant points. The answers may be largely fragmentary and incoherent. The writing will show very significant weakness. Marks at the bottom of the 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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GENERIC MARKING BANDS FOR SOURCE-BASED QUESTIONS

LEVEL 1 **Writes about the hypothesis, no valid use of sources** **[1-5]**

[Use of source involves identification of a source by its letter or a direct quote in order to test the hypothesis. Using sources to write an essay on the topic is not source use.]

LEVEL 2 **Uses information taken from the sources to challenge OR support the hypothesis** **[6-8]**

LEVEL 3 **Uses information taken from the sources to challenge AND support the hypothesis** **[9-13]**

LEVEL 4 **By interpreting/evaluating sources in context, finds evidence to challenge OR support the hypothesis** **[14-16]**

LEVEL 5 **By interpreting/evaluating sources in context, finds evidence to challenge AND support the hypothesis** **[17-21]**

LEVEL 6 **As L5 PLUS:**

Either explains why evidence to challenge or to support the hypothesis is better/preferred (i.e. a comparative judgement on why some evidence is better and other evidence is worse);

Or reconciles explains problems in the evidence to show that neither challenge nor support is to be preferred.

NOTE: In Levels 2-5 the mark awarded will reflect the number of sources used at that level.

Attempts at evaluation which rely on comments about source type and make no use of source content will not achieve Levels 4-6.