

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

9697 HISTORY

9697/32

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, 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.

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

CIE is publishing the mark schemes for the October/November 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus
	GCE AS/A LEVEL – October/November 2010	9697

GENERIC MARK BANDS FOR ESSAY QUESTIONS

Examiners will assess which Level of Response best reflects most of the answer. An answer will 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.

Section A

1 Source-based question: UNITED NATIONS AND GENOCIDE – How far do Sources support the view that the UN has played a useful role in its work against genocide?

	Content	Analysis L2–3		EVALUATION	L4–5	
A	UN Convention on Genocide, 1948.	Suggests that UN was determined to tackle issue of genocide and gives a definition.	Y	X ref with B and C which mention elements of the definition.	Source's utility limited because of provenance. This is a statement of intent rather than a comment on implementation.	Y/N
B	Recent UN source, 2009.	Offers balanced view of UN position and possibly suggests recognition of weakness.	Y/N	X ref with D which suggests a recent recognition by the UN of weakness in the UN's approach to genocide.	Source takes a general overview with limited reference to precise cases.	Y/N
C	View of an Australian academic, 1999.	Takes the view that UN definition was limited in relation to some countries.	N	X ref with D that 'political' aspect is missing from definition. X ref with E that what happened in Cambodia should have been included under existing definition.	Source suggests UN Convention was worded in a way to limit action by failing to protect so called 'political groups'. Gives specific examples.	Y/N
D	Comments from a campaign to end genocide.	UN delayed taking action due to questions about definition. But UN now involved.	Y/N	X ref with A and C to show that 'political' groups were not included in the definition. X ref to B - lack of monitoring.	Source suggests UN eventually became involved but only a long time after the events in question and at the request of outside observers. Material comes from a pressure group.	N
E	View of a US academic, 1992.	Takes view that UN clearly failed to act in Cambodia where genocide took place.	N	X ref with C which gives other examples. Makes reference to the terms given in A.	Source suggests that the UN failed to apply its own definition of genocide to the situation in Cambodia.	N
	On balance assertion is not supported					

Page 4	Mark Scheme: Teachers' version	Syllabus
	GCE AS/A LEVEL – October/November 2010	9697

L1 WRITES ABOUT THE HYPOTHESIS, NO VALID USE OF SOURCES

These answers will write about the UN and Genocide 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.

Page 5	Mark Scheme: Teachers' version	Syllabus
	GCE AS/A LEVEL – October/November 2010	9697

Section B

- 2 'The USSR was responsible for starting the Cold War, but the USA was responsible for developing it.' How far do you agree with this view of events from 1945 to 1949?**

Candidates have the opportunity to evaluate the causes and development of the Cold War to 1949. In their answers candidates may refer to the ongoing historical debate on the causes and development of the Cold War. In defence of the assertion candidates may mention the role of Stalin at the Yalta and Potsdam conferences and how his promises and subsequent actions helped create tension between the wartime allies. Candidates may mention divisions over the future of Germany and Poland. They may also mention the Soviet takeover of Eastern Europe which led to Kennan's Long Telegram and Churchill's Iron Curtain speech. They may also refer to the role of Truman in developing the Cold War. The Truman Doctrine, the Marshall Plan, the Berlin Airlift and NATO all helped turned tension between the two superpowers into outright hostility.

To counter the hypothesis, candidates may argue that the USA was not only responsible for developing the Cold War, but also for starting it. They may refer to Truman's strongly anti-communist views and his use of 'atomic diplomacy' which added to Stalin's sense of insecurity. They may also argue that Truman's actions were largely designed to enhance American economic power in Europe ('dollar imperialism').

Candidates may also refer to the post revisionist view which postulates that each superpower misunderstood and misinterpreted the motives and intentions of the other.

- 3 To what extent did the Cold War affect regional conflicts in the period from 1950 to 1989?**

Candidates are required to assess the role of the Cold War in affecting regional conflicts. They may state that the Korean War began as a civil war between North and South but became a major conflict through the intervention of the US dominated UN and the Communist Chinese.

They may also mention how the independence struggle in Indo-China became a major regional war through US intent not to allow a communist/nationalist government establish itself in Vietnam or Laos.

In the Middle East, US support for Israel and Soviet support for Arab states such as Egypt, Syria and Yemen helped escalate regional conflict into major wars in 1967 and 1973.

Finally in Africa, US and Soviet support for regimes in Congo/Zaire, Angola, Mozambique and the Horn of Africa helped destabilise several regions.

Page 6	Mark Scheme: Teachers' version	Syllabus
	GCE AS/A LEVEL – October/November 2010	9697

4 'The USA lost the Vietnam War because of its own mistakes.' How far do you agree?

Candidates have the opportunity to discuss why the USA did not win Vietnam War. They may argue that the USA misunderstood the nature of the situation in Vietnam by failing to recognize the opinions and wishes of the Vietnamese people. They may state that the USA, constrained by her containment policy, attempted to support an unsustainable political entity in South Vietnam. They may argue that South Vietnam under Diem was on the verge of collapse by 1963 and that US military intervention 'on the ground' was 'too little, too late'. They may state that all the USA achieved was to delay the collapse of South Vietnam for a decade.

They may argue that the US used the wrong military and political tactics. 'Search and destroy' and a failure to reform the government and society of South Vietnam ultimately led to communist victory. The Tet Offensive, in 1968, may have been a military victory but it was seen as a major political defeat for the USA which led to US withdrawal.

In challenging the hypothesis, candidates may argue that the USA lost the war because of the tactics used by her enemies, the nationalistic feelings of the Vietnamese people, the actions of both the PRC and the USSR, the UN's opposition to American escalation and the changing attitudes of public opinion in America towards the war in Vietnam.

5 To what extent was Mao Zedong personally responsible for the Sino-Soviet split?

Candidates are required to assess the causes of the Sino-Soviet split and evaluate whether Mao was personally responsible. They may state that Mao was unwilling to act as a junior partner to the USSR in the world communist movement. This would ultimately force a break between the two communist superpowers. However, candidates may also refer to Mao's deteriorating relationship with Khrushchev, in particular following the secret speech at the 20th Party Congress of 1956. Personal animosity between the two leaders was a major contributory factor. Candidates may also mention differences in ideology. Chinese communism differed a great deal from Soviet communism. The Hundred Flowers Campaign and the Great Leap Forward could be used as exemplars of this difference. Candidates may also mention on-going border disputes and American diplomacy, both of which soured relationships between the PRC and the USSR.

6 Why did the nuclear arms race end in the 1980s?

Candidates have the opportunity to explain the factors which led to the end of the nuclear arms race. They may mention that the new Cold War began in 1979 and reached its height by 1983. However, the escalating cost of nuclear arms resulted in major strains on the USSR economy. In addition, Reagan's hard-line strategy, including SDI, led to a major reappraisal by the USSR of their weapons programme. In 1985 a major factor in bringing change was the accession of Gorbachev to the Soviet leadership. His policy of perestroika required a major reduction in Soviet armaments spending.

Also US President Reagan possessed a personal dislike of nuclear weapons which made him amenable to Gorbachev's zero option proposals at Reykjavik.

Page 7	Mark Scheme: Teachers' version	Syllabus
	GCE AS/A LEVEL – October/November 2010	9697

7 How far has the capitalist world economy been in crisis since 1945?

Candidates may mention the oil price shocks which affected the world economy in the 1970s, the impact of the debt crisis on the developing world in the 1970s and 1980s. They may also mention that US dominance of the world economy waned by the 1970s due to excessive armament spending compared with that of its economic rivals. Candidates may mention the problems involved in the transformation of western economies associated with heavy industry in the wake of competition from newly industrialising countries such as South Korea and Taiwan.

They may counter this view with by stating that apart from these readjustment problems the global economy grew rapidly, partly as a result of the Cold War in the 1950s and 1960s. The 1979–1983 recession was only a temporary phenomenon in a position of otherwise general economic growth.

8 'The developing world was itself mostly responsible for the problems that it faced in the 1970s and 1980s.' How far do you agree?

Candidates are required to discuss whether the developing world was responsible for its own problems, or whether external factors were more to blame.

Candidates may mention a variety of factors linked directly to newly-independent states, such as political corruption, massive public investment in prestigious projects and war. However, candidates may also refer to the impact of famines, such as in Ethiopia and Sudan in the mid' 80s, and adverse weather conditions, the burdening problem of debt repayment, the exploitation of raw materials by advanced western countries, the dumping of cheap western goods, and the work of multi and trans-national companies. In order to achieve the higher bands candidates must provide specific examples to support their points.