

June 2003

GCE AS AND A LEVEL

MARK SCHEME

MAXIMUM MARK: 100

SYLLABUS/COMPONENT: 9697/01

HISTORY

Paper 1 (Modern European History, 1789-1939)

SECTION A

Paper 1 Marking Notes

Note: all papers are to be marked using the generic marking bands for source-based and essay questions.

1 Source-Based Question: The Origins of World War I, 1870-1914

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

These answers write about the general situation in the Balkans but not Serbia specifically, and will ignore the question *'not to blame'*, 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 providing a summary of views expressed by the writers, rather than for testing the hypotheses.

Level 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, i.e. sources are used at face value only with no evaluation/interpretation in context.

e.g. 'Source A states that the empire contained many different races but that Austria-Hungary survived. Source B shows the threat to Austria-Hungary from the Serbian terrorist group that used ruthless methods. Source C says that Serbia was not to blame because it had tried to suppress terrorism. Source D shows that Austria-Hungary had suffered because of the assassination of the Archduke Franz Ferdinand and his wife and that Serbia was promoting violent action against it. Source E agrees Serbia was more responsible than Austria-Hungary.'

Level 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 used only at face value.

e.g. 'There is evidence for and against the claim that Austria-Hungary was to blame for the quarrel with Serbia. Source A shows the problems of the empire because of its internal divisions. Nevertheless, it was still strong. Source B demonstrates the extremism of the Black Hand organisation and states that it was wanted to include all Serbians in Serbia, even those who were born outside that country. Source D states that Serbia's promises of friendship had been broken and that Austria-Hungary had suffered because the Serbian-inspired assassination of the archduke and his wife. Source E shows that Serbia continued to support resistance to Austria-Hungary. On the other hand, the problems in Austria-Hungary that are stated in Source A contributed to instability whilst the Serbian government was anxious in Source C to keep on good terms with Austria-Hungary and it points out that the assassins were Austrians, not Serbians.'

Level 4 BY INTERPRETING/EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE **OR** SUPPORT THE HYPOTHESIS.

These answers are capable of using sources as evidence, i.e. demonstrating the utility in testing the hypothesis, by interpreting them in their historical context, i.e. not simply accepting them at face value.

e.g. 'The Sources mostly challenge the claim that Austria-Hungary was to blame for the quarrel with Serbia. Although the writer of Source A was sympathetic to Austria-Hungary, his attitude and judgements might not be reliable. He was American, writing in a travel magazine and we do not know how well he knew Austria-Hungary. Although Source B is by an extremely anti-Austrian terrorist group, it represented a small minority and does not mean that Austria-Hungary was blameless. Source C shows that the Serbian government was trying to convince people of its innocence whilst the reference to the anti-Serbian propaganda in the European press is interesting, showing the bias towards Austria-Hungary. Source D is not very reliable because Germany was the firm ally of Austria-Hungary. The claim that the assassination was planned and supported by the Serbian government was not proved in August 1914.'

Level 5 BY INTERPRETING AN 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).

e.g. (L4 plus): '...However, the Sources also point to another explanation. They can be used to support the claim that Austria-Hungary was to blame for the quarrel with Serbia. The writer of Source A was probably neutral and it is true that the Austro-Hungarian Empire seemed stable at the end of the nineteenth century. Source B reliable about the aims of the "Black Hand" because it was a constitution drawn up by its members. The terms show the extremism of the group and the extent of the danger to Austria-Hungary. Source C is an attempt by the Serbian government to save itself from the effects of the assassination. Although it might not have been involved directly in the assassination, it did little to control the terrorists. Source D is correct to say that Serbia was supported by Russia, another threat to Austria-Hungary. Source E is not reliable although it is an official statement because it is a one-sided criticism of Serbia by the Austro-Hungarian government.'

Level 6 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.

e.g. 'Although Austro-Hungarian was mostly to blame for the increasing tensions during this period, there is some evidence to challenge the claim that it was not entirely to blame. Austro-Hungarian policy was a response to the considerable problems of the Empire. The writer of Source A was sympathetic but his writings reveal a country that faced considerable difficulties. Serbia was trying to exploit the racial differences that threatened to bring about the disintegration of Austria. Having lost land in Western Europe, it was very important to keep its territories in the Balkans. The activities of groups such as the "Black Hand" were dangerous because

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the Serbian government did not control them and the terrorists were determined to bring about a greater Serbia, which would mean less influence for Austria-Hungary in the Balkans. This could be a wider threat because there were also different nationalities in the rest of the Austro-Hungarian Empire. In spite of the protests of the Serbian Prime Minister in Source C, it was untrue that his country had a “high moral reputation” in Europe. It was well known as the supporter of groups that wanted to end Austro-Hungarian power in the Balkans. Although Source D is not completely reliable, it contains some valid claims about the influence of Russia on Serbia. Russia wanted to replace Austria-Hungary as the dominant power in the Balkans and Serbia had indeed been the cause of several European crises before 1914.’

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. ‘the sources show that whilst Austria-Hungary and Serbia were equally to blame for the growing tensions. Neither country could afford for the other to win and neither was willing to compromise. The traditional authority of Austria-Hungary, backed by an ambitious Germany, was confronted by Serbia, which saw itself as the champion of nationalism. Both countries were supported by rivals in the two international alliances, and the Balkans issue became part of a wider European problem, especially when Germany supported Austria-Hungary and Russia supported Serbia. The struggle between Austria-Hungary and Serbia alone would not have caused a major Balkans crisis had it not been for the intervention of their allies.’

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SECTION B

2 How far did Napoleon Bonaparte maintain the ideals of the French Revolution during the period 1799-1815?

The key issue is the relationship between Napoleon Bonaparte and the French Revolution. 'How far' invites candidates to consider the extent and limits of the claim that he maintained revolutionary ideals. These ideals can be summarised quickly as 'liberty, equality and fraternity'. The Revolution had sought greater equalisation between classes, the rule of law and the end of secular and religious privilege. The focus should be on the period from 1799 to 1815 and there is no need for long narratives of the period from 1789 as long as answers can put Napoleon into context. Napoleon maintained that he was the son of the Revolution and his Code incorporated some measures that ensured the rule of law. He encouraged promotion by merit rather than by birth. He confirmed the changes to property ownership that had taken place. On the other hand, the Code benefited the middle classes more than the peasantry and the emphasis on authority in the family returned to pre-1789 values. His rule was authoritarian and the establishment of the Empire was a contradiction of republican principles. Opponents were prosecuted by an active police system, headed by Fouché. Government institutions were not independent and Napoleon was able to nominate those to high offices. Lesser officials, although elected, could be removed. There is no need for long narratives of foreign policy but it will be relevant to explain how far it was driven by personal, rather than revolutionary, motives. Answers worth 22-25 will consider both sides of his rule and come to clear conclusions. 19-21 answers will be mostly secure but will miss some possible lines of discussion. 11-13 answers will show a basic knowledge of his rule but will be very narrative or descriptive, but sometimes incomplete. 14-15 can be awarded to fuller descriptions. 16-18 answers will make some salient points of comment in otherwise largely descriptive accounts.

3 Analyse the most important differences between a pre-industrial society and an industrial society in the nineteenth century. (You should refer to developments in at least two of Britain, France and Germany in your answer.)

The key is the nature of an industrial society. The question calls for references to at least two countries. In answers worth 22-25, these will be balanced and the argument will be supported by appropriate examples. 19-21 answers will be more uneven in this respect. The examples will be much broader in answers in the lower bands. Answers worth 16+ should be quite clear about both industrial and pre-industrial societies although the emphasis can be on the latter. 11-15 can be awarded to answers that are very unbalanced in this respect (probably weighted to descriptions of industrialised societies). Industrialised societies and larger urban populations, particularly with larger urban working and middle classes. The traditional rural aristocracy had less direct influence, with the possible exception of Britain where some aristocrats found themselves the fortunate owners of land in industrial centres. The emphasis was on factories rather than small working units, often based around the family. Industrial societies tended to have important centres of economic activity, benefiting from raw materials and the growth of railways and better roads. The physical aspects of urban centres might be examined. 11-13 can be awarded to relevant but general accounts of industrial societies. 14-15 can be awarded to fuller descriptions. Explanations of the nature of industrial societies will take answers to 16-18. As indicated above, the emphasis in answers worth 19-21 and 22-25 will be on the differences between the two types of society.

4 Analyse the reasons for the growth of nationalism in Europe during from 1815 to the unification of Germany and Italy (1870-71).

The key issue is the growth of nationalism. Answers in the 11-13 bands will be mostly relevant but highly anecdotal, perhaps being able to narrate successfully one of the nationalist developments in one country. Narratives of two countries (probably Germany and Italy) but little explanation can be awarded 14-15 marks. Answers in these bands may be uncertain about nationalism and may deal with the movements for unification more specifically than nationalism. Answers in these lower bands will lack deliberate analysis. 16-18 marks will require some more analysis and general discussion. The nature of nationalism and the reasons for its growth, supported by references to Germany and Italy, can lead to 19-21 marks. 22-25 marks will be appropriate for answers that can take a wide view of the period and can support the argument by appropriate examples but this will not require long surveys of developments. (NB. Candidates may refer to other countries such as France and Russia. Full credit will be given to such discussions.) Nationalism, whilst weak in 1815, was encouraged by the changes that resulted from the French Revolution and especially from the effects of Napoleon Bonaparte's rule. There was a growing awareness of national consciousness although there was also a strong regional or provincial feeling that was evident in Italy and Germany. Piedmont or Italy? Prussia or Germany? A common origin was anti-Austrian feeling.

5 What was 'new' about imperialism in the later years of the nineteenth century?

The key issue is the nature of 'new imperialism'. This does not require, within this syllabus, informed knowledge of imperialism before the late nineteenth century. It is not a comparative question. The extent of imperial expansion was very considerable in extent. By the turn of the twentieth century, Africa and Asia had become vast colonial territories of European powers. The swiftness of the process was marked, contrasting with the slower earlier development of colonial empires. There were new attitudes to empire, especially the feeling that they could relieve some of the economic problems in Europe. There were searches for raw materials and markets. Some saw empire as a promising outlet for investment. The strategic interest was not new but empires loomed larger in the European balance of power. Popular interest was greater, for example in Germany. Answers will be awarded 22-25 when they consider a range of such points and support them with appropriate examples. However, examiners will be realistic in their expectations of examples. A concentration on Africa or the Far East can merit the highest band. 19-21 can be given for sound discussions that miss some possible lines of discussion. 16-18 can be given to essays that make some salient points of comment in otherwise descriptive answers. 14-15 can be awarded to competent descriptions that narrate, rather than explain, what was new. 11-13 can be given to answers that show a basic knowledge of imperialism in the specified period but these answers will not be successful in dealing with the 'new' aspect. There will be very few examples.

6 'The First World War was the most important cause of the Russian Revolution.' How true is this claim?

The key issue is the assessment of the First World War as a cause of the Russian Revolution. Candidates might disagree but a mark of 11-13 will require a basic understanding of the specified issue. Some answers might concentrate heavily on the period from 1914 to 1917 and this approach might produce some excellent answers. The war exposed the underlying weaknesses of the tsarist regime. It was heavily reliant on the army and the police agencies but lost their support from 1914. The corruption and inefficiency of the regime became apparent and Nicholas II was personally discredited when he took charge of the war and failed. A backward economy crumbled during the war and could not feed people. Industry

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was lacking. The war meant that radical and revolutionary groups could be suppressed as they had been in the past. These problems of the regime can be traced to their long-term origins but the moderate answers will probably spend much time on the long perspective. However, some candidates might argue the 'inevitable revolution' line. Examiners will judge these on their merits. 22-25 answers will make a clear link between the war and the Revolution. 19-21 can be awarded to answers that are mostly sound but which show some signs of unevenness. 17-18 answers will do more than provide description. They will contain some analysis. The more highly descriptive or narrative answers will probably deserve either 11-13 for basic material, or 14-15 for fuller descriptions.

7 How similar were the methods by which Hitler and Stalin governed Germany and the USSR respectively during the 1930s?

The key issue is the comparison of Hitler and Stalin and examiners will look for a reasonable balance. 60:40 either way can merit any mark band. 70:30 will normally denote the award of one band lower than would otherwise be given. 'How similar...?' invites candidates also to consider the differences. 11-13 will be awarded for a basic knowledge and understanding of both rulers. 14-15 will be appropriate for fuller descriptions. Answers in these bands will contain very little comparison. Some stronger comparative comments will take answers to 16-17. Answers worth 19-21 and especially 22-25 will contain sustained comparisons. 22-25 can be awarded to answers that combine the ability to consider a variety of relevant points with sound knowledge. Both asserted their dictatorial power. Their countries were one-party states. Very high credit should be given to answers that make sense of the similarities and differences between Nazism and Communism. Enemies, and sometimes those who were only suspected, were purged. They both controlled the police and the army although Hitler's control over the army throughout most of the 1930s was not as great as that of Stalin. They used propaganda to enhance their personal importance and to promote the cause of Nazism and Communism. There were some differences. Hitler's policies were probably more populist than Stalin's, perhaps because of the different economic policies that they pursued. The drive for industrialisation and increased agricultural production in the USSR resulted in policies against entire classes such as the kulaks. On the other hand, whilst the number of those who were persecuted, or purged, in the USSR was considerable – perhaps larger than in Germany in the 1930s – there were different targets. There were racial and 'moral' enemies in Germany. The Jews did not suffer so much as a class in the USSR during this period although individuals and even some Jewish groups did because of anti-Semitism.

8 Which was the greater threat to autocracy in the nineteenth century, industrialisation or political liberalism?

The key issue is the comparison of industrialisation and liberalism as threats to autocracy. This is a cross-sectional question but examiners will apply the same standards as to other questions. It presents the same level of demand. Examiners will look for an understanding of the terms 'autocracy', 'industrialisation' and 'political liberalism'; the last is likely to be more demanding. However, even the best answers may be uneven in dealing with these three elements. Good answers will support the arguments with examples but the number of these examples can be limited because of the possible scope of references. Industrialisation challenged the traditional social structure, especially the role of the greater landowners, who were autocratic in outlook. It also created problems for autocratic monarchies because the demands arose for political and social reform. Liberalism was especially a movement of the middle classes. It reflected the greater influence of these in the nineteenth century. There was a demand for more participation in government and administration, including changes to the franchise

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and more representative institutions. 11-13 can be awarded to answers that provide an adequate description of the effects of either industrialisation or liberalism. 14-15 will be given for fuller descriptions. Answers in these bands show limited ability to compare the salient factors. They might either be very general or highly anecdotal. Some comparison will be evident in 16-17 answers. 18-19 can be given to essays that attempt a comparison more directly and which support their arguments by some appropriate examples. 22-25 answers will be well balanced and will come to considered conclusions.

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MARK SCHEME

MAXIMUM MARK: 100

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HISTORY

Paper 3 (International History, 1945-1991)

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

SECTION A

1. Source-based question: The International Community's Response to International Terrorism.

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

These answers will be about the international community's response to international terrorism, 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 the international community's response, rather than for testing the hypothesis.

Level 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, i.e. sources are used at face value only with no evaluation/interpretation in context.

e.g. 'Yes, it is true that the international efforts to curb the growth of international terrorism were worthless. Source B illustrates this point' OR 'No, international efforts did achieve something. You can tell this from Source C.'

Level 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.

e.g. 'There is evidence both for and against the view that international efforts to curb the growth of international terrorism were worthless. If you think the evidence supports this view, then Source A helps you because it states that the actions of the international community with regard to Palestine actually condoned terrorism and thus encouraged the growth of international terrorism. But Source C gives a different impression because it shows that international action did reduce one form of international terrorism.'

Level 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, 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 international efforts to curb the growth of international terrorism were worthless. When you look at sources such as Source C you have to question its argument because (a) it talks about Western states rather than the international community and (b) it is made by a US senator, who will want to show how successful the West has been. In addition, the argument of Source B that the international community was divided over how to deal with international terrorism is supported by Source D' OR 'I don't think that actions to curb international terrorism were worthless. The evidence of Source C about effective action against airplane hijacking is supported by Source D, a source which is generally critical of the international community's actions.'

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Level 5 BY INTERPRETING/EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE **AND** SUPPORT THE HYPOTHESIS

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, the assertions made by Sources C, D and E about the limited effect of international efforts to curb the growth of international terrorism must be treated with great caution. All three have a Western perspective on the subject, even Source E, as shown by the title of the book from which the extract is taken. Furthermore, Israel has very close links with the USA. This pro-American perspective is likely to be dismissive of states, such as those of the Soviet Union, which disagree with the West. Only Source A takes a non-Western perspective and it argues that the causes of terrorism need addressing. Whether it also wants to prevent “terrorist” acts is unclear.’

Level 6 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. argues that it is hard to apply the concept of ‘the international community’ to the period 1945-1991; Sources B and D make this point, as in a different way do Sources A and E. It could be that attempts to curb the growth of international terrorism are bound to fail unless, as Source A argues, the reasons for the existence of terrorism are addressed. Even agreeing on a definition of ‘terrorism’ was not possible, according to Source B. These points can be argued through the different opinions/perceptions shown in the sources or by establishing different criteria for support/contradiction.

SECTION B

- 2 How far do you agree that the Cold War broke out in Europe in 1947-9 because the USA and the USSR disagreed fundamentally about how they should treat the shattered European economy?**

The disagreement was twofold: firstly, whether the allies should take action at all; secondly, if so, whether the German economy should be brought back to life to stimulate the surrounding economies. In each case, the West said yes, the USSR said no. Both required the injection of large amounts of American money, in the form of the Marshall Plan. The revival of the German economy also required the restoration of a single German currency. On this the Allies could not agree; the Soviets particularly wanted to help themselves to German industrial equipment. Thus the Berlin Blockade occurred. This direct confrontation widened East-West divisions and led to the formation of NATO. By 1948-9 the Cold War had clearly begun.

The reasons for disagreement over economic policy could be the basis for a discussion about the different explanations for the outbreak of the Cold War. Did the USSR oppose economic reconstruction because it wanted to strengthen its hold on central Europe – perhaps with an eye to expanding further westwards – as the traditionalists would argue? Or did the USA force the pace in 1947-8 in order to further its economic interests and political ambitions, which is what revisionist historians believe? Finally, was the disagreement and division more the result of misunderstanding and mistrust, the line which is taken by post-revisionists? This discussion could bring in other factors, such as Kennan's Long Telegram and the Greek civil war.

- 3 Why did the Cold War spread to the Third World in the 1960s and 1970s?**

The Third World is taken to mean Africa, the Middle East and Latin America and parts of Asia. It had already spread to what might be called North-East Asia in the 1950s, in the form of conflicts in Korea and over Taiwan. Examples of the spread of the Cold War include the Cuban missile crisis, the Vietnam War, Arab-Israeli conflicts such as the Yom Kippur War, and various African conflicts preceding or following the granting of independence, e.g. the Congo and Angola.

The question asks for reasons rather than evidence and so candidates need to identify and, for the highest marks, evaluate different factors. These include:

- Soviet ambitions to become a world superpower
- Chinese ambitions to be the leader of third world communism
- American determination to contain the ambitions of the USSR and the PRC
- The establishment of an agreed, if informal division of power in Europe
- The end of the European empires in Africa and Asia and the ambitions of the new states.

There is plenty to discuss. Note that the question does not ask 'how valid is the view that the Cold War spread to the Third World in the 1960s and 1970s' and thus those who question the question should receive little credit.

- 4 How far do you agree that none of the great powers involved in the Korean War had expansionist ambitions?**

'None' shows that China is regarded as a great power, along with the USA and the USSR. The traditional Western view was that the two Communist great powers were behind the invasion of South Korea in June 1950 with the USSR taking the leading

part. The West saw this as clear evidence of their expansionist ambitions. At the same time, the USSR said that the attack was a defensive response to South Korean attacks on North Korea. The plans of General MacArthur, the leader of the UN forces, could be seen as signs of American expansionism, except that Truman then chose to sack MacArthur and to keep the war a local one.

Papers released since the end of the Cold War give a very different picture of the motives of the two Communist superpowers (those of the North Korean leader, Kim Il Sung, are a different matter). They show that Stalin was most reluctant to support North Korean plans to attack the South. He did so only because he was persuaded that the US would not intervene. They also show that the reports of the South Korean attacks were fabricated. Furthermore, the intervention of Chinese 'volunteers' in October 1950 was more a defence of North Korea against the Western offensive of the time than of any intent to expand.

Candidates can answer this question without necessarily knowing about the latest diplomatic papers. The important thing is that they consider the evidence that they have about the superpowers' motives before and during the Korean War and argue a balanced case based on that evidence.

5 How far was the collapse of communism in Eastern Europe in 1989 responsible for the collapse of the USSR in 1991?

The causal relationship might be one of examples: the success of Eastern European dissidents in 1988-9 further encouraged fellow dissidents in the USSR, especially in the all-important Baltic states; the failure of will of the communist governments of Eastern Europe further demoralised the communist leadership of the USSR. An additional factor might be the impact of large-scale Soviet troop withdrawals from Eastern Europe, which helped create further social and political problems in the USSR. The problem of accommodating returning soldiers put army-civilian relations under strain while a withdrawal which some saw as a retreat without a defeat further weakened the authority and power of the army leadership.

However, 1989 alone does not explain 1991. Other factors needed mentioning. They include: the rapidly deteriorating state of the Soviet economy; the growing unrest among non-Russian nationalities; the growing division within the CPSU leadership, as symbolised by the open rivalry between Gorbachev and Yeltsin; the incompetence of the old guard within the CPSU, as shown by the attempted coup of August 1991; finally – and perhaps most importantly – the limitations of Gorbachev. Thus plenty of ground to cover. Candidates might be tempted to dismiss the Eastern European factor very quickly. If they do, they limit their chances of reaching the highest mark band.

6 Analyse the reasons why the nuclear arms race between the superpowers ended in the 1980s.

One school of thought would focus on the individuals involved: either Gorbachev or Reagan or both, with perhaps Shevardnadze and his US counterparts, Shultz and Baker, deserving a mention. Some might include the opponents of nuclear weapons, people who had demonstrated, especially in the early 1980s, against further escalation of nuclear weapons, but there is little evidence to link them with arms reductions at the end of the decade. Another approach would be to consider the various practical factors that ended the nuclear arms race, for example the Strategic Defence Initiative, more usually called Star Wars. The two key treaties, INF (1987) and START 1 (1991) were more consequences of decisions to end the arms race rather than their causes.

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One school of thought would argue that Gorbachev and Shevardnadze, 'new thinking', made the running at meetings such as Reykjavik in 1986. This particular meeting, though seen as a failure at the time, was a significant turning point. Both sides became convinced that the other was serious about disarmament and thus a degree of trust was established. Another, less well-known, school argues that Reagan made the first moves to renew detente as early as the start of 1984, in part because he came to fear the risk of an accidental nuclear war. He was also in the stronger position, mainly because increased defence expenditure, especially on Star Wars. Some, especially on the American right, argue that the USA used its superior economic and research resources to force the USSR to give up the nuclear arms race. Whatever the exact combination of reasons, the USA became willing to halt the nuclear arms race. Gorbachev wanted to do so because the Soviet economy was in a state and he also wanted to end the danger of a nuclear war.

7 'The development of the international economy in the period 1945-1991 favoured rich countries at the expense of the poor.' How far do you agree?

The international economy grew for most of the Cold War era; only the 1970s and early 1980s saw that growth checked. This growth was based in part on an expansion in international trade that was helped by various GATT agreements to reduce tariffs and by the growth generated by the leading industrial economies, especially the USA, Japan and Germany. Most of this expansion of trade took the form of trade between Western or First World industrial powers. The Second World of the communist bloc deliberately excluded itself from much of the international trading system while Third World economies were too small, too isolated and too uncompetitive to share in the growth of the First World. The problems of these poorest states were often compounded by various factors: quickly becoming independent; rapid population growth; choosing sides in the Cold War. All of this supports the title statement.

However, there are qualifications that need to be made to the general picture. Firstly, some states and regions which were poor in the late 1940s were less poor, even rich, forty years later. These include oil-producing states, especially in the Middle East, and many states of the Asia-Pacific region, which chose an export-led model of economic growth. By the 1980s, even China was starting to benefit from opening itself to international trade (India did not follow until the 1990s). Even within these growth states, though, income growth was not fairly distributed; the poor often remained relatively, if not absolutely poor.

8 Account for the rise of Islamic fundamentalism during the Cold War era.

Islamic fundamentalism – sometimes also known as Islamism – is a protean term. In this context, it is taken to mean a commitment to a way of life, based on religious values, which is more austere, more communal and less material. It is a reactionary set of beliefs in that it is opposed to major and growing forces for change, namely the secular and the material, both set on providing for the individual. Other forms of Islam sought to compromise with such forces; Islamism did not. Which Islamic states are fundamentalist is also a matter of some debate; Gaddafi's Libya is probably too unorthodox to be included.

The great event which illustrated and stimulated the rise of Islamic fundamentalism was the Iranian Revolution of 1979. This occurred as a reaction against the materialist and secular values of the Shah's regime. The revolution quickly developed an anti-Western and especially anti-American tone, indicated especially by the siege of the American embassy in 1979-80. However, it could also be opposed to other Islamic states, the main example being Iraq, which the

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fundamentalists saw as being too secular. The revolution stimulated other fundamentalist groups, especially in Lebanon.

The Lebanon fundamentalists grew in part because of the formation and success of the state of Israel. In 1982 Israel invaded the Lebanon and so the cause of the Palestinian Arabs became even more intertwined with that of Islamism. However, the two need separating, as can be seen by the growth of Islamic fundamentalism in non-Arab parts of the world, such as South and South-East Asia. Here the anti-material, anti-Western attitude is the more significant.

Plenty of ground for candidates to cover, though the best must explain *why* Islamic fundamentalism grew from the 1940s and not just *how*. The very best should also evaluate the reasons they put forward.

June 2003

GCE AS AND A LEVEL

MARK SCHEME

MAXIMUM MARK: 100

SYLLABUS/COMPONENT: 9697/05

HISTORY

Paper 5 (The History of the USA, c.1840-1968)

SECTION A

1	Source-Based Question: The Controversy over the Kansas-Nebraska Act, 1854-58	
Level 1	WRITES ABOUT THE HYPOTHESIS, NO USE OF SOURCES	[1-5]
	<p>These answers write about The Act, but will ignore the question, i.e. they will not use the sources as information/evidence to test the given hypothesis. Included in this level are answers that use information taken from the sources but only in providing a summary of events, rather than for testing the hypothesis.</p>	
Level 2	USES INFORMATION TAKEN FROM THE SOURCES TO CHALLENGE OR SUPPORT THE HYPOTHESIS	[6-8]
	<p>These answers use the sources as information rather than evidence, i.e. sources are taken at face value only with no evaluation/interpretation in context.</p> <p><i>e.g. 'Source A announces a national campaign against The Act or in Source C, President Buchanan says it has settled the issue once and for all in the fairest way.'</i></p>	
Level 3	USES INFORMATION TAKEN FROM THE SOURCES TO CHALLENGE AND SUPPORT THE HYPOTHESIS	[9-13]
	<p>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.</p> <p><i>e.g. 'In Source C, the President is in a better position to know whether The Act is working well, but on the other hand the Senators and Congressmen in A are all prepared to risk their careers, hence this confirms the hypothesis.'</i></p>	
Level 4	BY INTERPRETING/EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE OR SUPPORT THE HYPOTHESIS	[14-16]
	<p>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. in source D which is four years after The Act has passed Congress, Douglas is still insisting it is the only fair way to resolve this issue and he should know the mind of his electorate in Illinois. On the other hand, Source K says that Douglas misjudged the mood of the North badly; slavery had become more of a moral issue, less susceptible to compromise.</p>	
Level 5	BY INTERPRETING/EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE AND SUPPORT THE HYPOTHESIS	[17-21]
	<p>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).</p> <p><i>e.g. Level 4, except that different views based on interpreting/evaluating evidence are done in parallel, not as alternatives.</i></p>	

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Level 6 AS LEVEL 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

For (a) the argument must be that the evidence for challenging/supporting 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 Level 5 answers which use the evidence to modify the hypothesis (rather than simply seeking to contradict/support it) in order to improve it, e.g. the evidence could well suggest that there was going to be a worsening of sectional divisions whatever policy was adopted on slavery in the territories.

SECTION B

These will be marked using the criteria adopted in the generic marking bands scheme. More detailed marking plans will be adopted following approval of questions in the QPEC.

(NB. all essay questions are to be marked using the generic mark bands for essay questions published by Cambridge exams).

2 **How significant in the period to 1890 were the social and economic consequences of the westward expansion of the United States?**

Responses should consider both social and economic consequences and exclusive concentration on one factor would mean an upper ceiling of 14 to 15 marks. To attain the highest bands (18-20, 21-25) will require a good attempt to assess the significance of the factors.

By 1890, the Census Superintendent stated the frontier had ceased to exist and that there was continuous settlement from Atlantic to Pacific, and one would expect, but not positively require for the highest band (21-25), an awareness and discussion of Frederic Jackson Turner's famous frontier thesis of American history. Socially America had become one nation, though with diverse ethnic elements from first generation immigrants. The rights and presence of Native Americans had been brutally subjugated and Afro-Americans, while physically present and with slavery abolished following the Civil War, were second class citizens in the North and had no civil rights in the South. In that sense, the American dream of democracy had not been realised in any sense. However, westward expansion was to break the power of the eastern and southern elites politically and new cities such as Chicago, Los Angeles and San Francisco were to emerge; it led to a vast population increase fuelled by massive immigration from Europe from 1865 onwards. This in turn made the United States less Anglo-Saxon and Protestant. Economically, the United States became the granary of the world and completely self sufficient in everything except rubber. Though by 1890 it was still dependent on foreign finance, particularly British, a new breed of multi-millionaire capitalists had emerged. The period 1865-1890 was the heyday of United States capitalism where the face of the country was transformed into the leading industrial power in the world. High quality answers will be consistently analysed, well argued, with high quality supporting material, and will score 22-25. Good answers (19-21) will be sound overall but more uneven in quality with some lines of arguments missed. Basic answers (11-13) will be largely descriptive, and relevance may at times stray.

3 Evaluate the factors that secured the victory of the Union in the Civil War.

Many candidates will give a list of the Union's advantages but, however skillful and organised, this should not obtain more than band C (16-17). Evaluation requires a degree of prioritisation. Most important was the vast superiority in industrial resources, population and access to finance. Also important was the ability to mount an effective naval blockade of the Confederacy, and the far superior railroad network. During the war, preventing Britain and France recognising the Confederacy, and the maintenance of political will to persist in an occupation of the South and avoiding the temptation of a compromise, which at times seemed the obvious solution to the conflict, were also important factors.

High quality answers will be consistently analytical, will be well argued, with high quality supporting material. Good answers will be sound overall, mostly analytical but more uneven in quality of argument and material. Basic answers will be largely descriptive, and relevance may at times stray.

4 Why was it so difficult for governments to regulate big business effectively in the period 1865-1890?

Credit should be given to those responses which clearly emphasise the role of the federal government, though states and local governments had powers, which if used could have curbed many of the worst abuses of unregulated business activity. The best candidates may well point out that as a result of Supreme Court decisions, there appeared to be regulatory functions which no layer of government (federal, state, local) or any branch of government (legislative or executive) could legitimately carry out. Better responses should also point out that where Congress did intervene, as in the Interstate Commerce Commission, it was impossible to do so effectively, and business proved adept at turning bodies designed to regulate in the public interest into lobbyists for the industry. High quality answers (21-25) will be consistently analytical or explanatory, and well structured with good quality factual material. Good answers (18-20) will be mostly analytical/explanatory but with some unevenness in structure and quality of factual material. Basic pass answers (11-13) will be largely descriptive or narrative and relevance may stray.

5 Explain the principal factors that secured success for the Civil Rights Movement between 1950 and 1968.

Explanation rather than simplistic narrative is required for higher bands. World War II had enlarged the experience of black servicemen, and the spread of nation-wide television showed how affluent middle class America was compared with the limited and restrictive lifestyle of southern blacks. The most dramatic factor was the unanimous Brown decision, the Supreme Court in 1954 outlawing racial discrimination in schools. This was followed by a number of similar measures and although progress to desegregation was slow, the effect on Afro-American morale was great. The fact that for the first time in the twentieth century the law was on the side of blacks seeking civil rights, and the existence of often brutal methods employed to crush their efforts, encouraged white liberals to join forces in large numbers. The leadership of Martin Luther King (one of only three Americans honoured by a national holiday) was pivotal. His techniques of non-violence and skilful use of the black and liberal vote to put sustained pressure on the Democratic leadership, paid dividends, leading to Johnson's forcing through the Civil Rights Act and the Voting Rights Act. Some candidates may argue that 'success' has to be qualified, as from 1964 to 1968 (King's murder) progress in the social and economic advances seemed to stall, leading to more aggressive protest movements among blacks.

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6 Why did the Wall Street Crash occur in 1929?

This may well prove to be a popular question and well-structured responses should score heavily. As the scope of this question is quite limited, relevance should be required and departures from it not credited, except that the direct consequences of the Crash may be discussed in a suitably analytical fashion. Jackson had killed off the bank of the United States, and the Federal Reserve system, only set up in 1913, was voluntary (only one third of banks were members), and there was little or no control or supervision over securities and stocks. The 1920s boom was uneven and unstable, United States foreign trade was unbalanced, and the new hire-purchase system encouraged irresponsibility. Also, the Federal low interest policy encouraged stock market speculation. The boom in stock market values (300% increase in two years) appeared to be self-sustaining, but this was kept going by borrowed funds and buying 'in margin'. When some large speculators started to liquidate their holdings and take profits, the fall in share prices proved as spectacular and self-sustaining as the boom – nor were there any mechanisms in place to mitigate this. This collapse from 1929-1932 (the low point at 58, down from 452 for industrials) set off economic collapse. High quality answers will be consistently analytical/explanatory, structured coherently with relevant good quality material (21-25). Good responses (18-20) will be mostly analytical/explanatory, and will be good solid answers but with some unevenness in structure or quality of material. Bare pass answers (11-13) will be mostly descriptive and structure may be patchy. Relevance may often be weak.

7 To what extent was isolationism the key doctrine of United States foreign policy from 1921-1941?

It would be helpful to demonstrate knowledge of what isolationism meant. Going back to Washington's farewell message, and the Monroe Doctrine, it asserted non-involvement in European affairs, and resistance to any European ventures in the Americas, except for Canada! Clearly, the United States' participation in World War I and Wilson's active peacemaking at Versailles involved the jettisoning of this tradition; however the rejection by the Senate of The Versailles Treaty and the League repudiated Wilson's internationalism. The two key points that should be made are: first, isolationism did not mean non-involvement; in fact, the United States was very active in world affairs in the 1920's with the Kellog-Briand Pact and the Washington Naval Agreement and it was an observer at the League and an active participant in its committees. An American judge also sat on the International Court. Secondly, United States policy changed after 1933 in a complex interaction with the increasingly aggressive policies of Japan, Italy and Germany, but by the end of the period, it was increasingly clear, to all except die hard United States isolationists, that America had to assume all the responsibilities of an active Great Power. High quality responses will be consistently analytical/explanatory, well structured, with relevant good quality material. Good answers (18-20) will be mostly analytical/explanatory and will be good, solid answers but with some unevenness in structure or quality of material. Bare pass answers (11-13) will be mostly descriptive, and the structure may be patchy; relevance may also stray.

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8 How true is it that the quality of life for most Americans rose dramatically between 1947 and 1961?

One would welcome but not require some discussion of what criteria can measure 'quality of life'. Standard of living, life expectancy, divorce, suicide, access to education and crime rates, could all be used as indicators. At the risk of being cynical one could say that following years of war, almost any era of peace would represent a rise in quality of life. However, apart from troops in combat, the quality of life of Americans during war, marked an advance over the Depression years.

One can realistically expect a balanced discussion of factors for and against the assertions using a range of sources; for Afro-Americans there was sharp improvement, falling short of dramatic. Life expectancy rose, as did career opportunities for women. However, divorce and family breakdown rose sharply and urban centres seemed to sharply lose any sense of community. What matters is not the conclusion, but the quality of argument and the evidence used to sustain it. High quality answers (21-25) will be consistently analytical/explanatory, well-structured and with good quality material. Good answers (18-20) will be mostly analytical/explanatory and will be good, solid answers but with some unevenness in structure or quality of material. Bare pass (answers) will be mostly descriptive, and the structure may be patchy and relevance may be variable.

June 2003

GCE AS AND A LEVEL

MARK SCHEME

MAXIMUM MARK: 100

SYLLABUS/COMPONENT: 9697/06

HISTORY

Paper 6 (Caribbean History, 1794-1900)

SECTION A

1 Source-Based Question: The Development of the Peasantry

- Level 1 WRITES ABOUT THE HYPOTHESIS, NO USE OF SOURCES [1-5]
- Merely writing about issues covered by the sources is not source use. Use of sources involves identification of sources by letter or a direct quote in order to test the hypothesis.
- Answers will be about the topic (peasantry) but ignore the demands of the question by not using the sources as information or evidence to test the hypothesis. Include in this level answers which use information taken from the sources but only in producing a general account, without direct reference to the sources.
- Level 2 USES INFORMATION TAKEN FROM THE SOURCES TO CHALLENGE **OR** SUPPORT THE HYPOTHESIS [6-8]
- Sources are used for information rather than as evidence, i.e. sources are used at face value with no evaluation/interpretation of content, e.g. by reference to Sources A-C, support the hypothesis, or, by use of D and E, challenge it.
- Level 3 USES INFORMATION TAKEN FROM SOURCES TO CHALLENGE **AND** SUPPORT THE HYPOTHESIS. [9-13]
- These answers show that testing a hypothesis involves both attempting to confirm and to disconfirm it. However sources are still used only at face value.
- e.g. 'In Source A reference is made directly to numbers of ex-slaves leaving plantations and in Source E to the labour force remaining relatively constant. Source B refers to both land purchase and continuation of estate labour.'*
- Level 4 BY INTERPRETING/EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE **OR** SUPPORT THE HYPOTHESIS. [14-16]
- The answers will show a capacity to use 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, e.g. by using dates in context (Source E), pointing to smallness of numbers in Source A, or anecdotal evidence (how widespread?) in B, hearsay in C, the reliability of statistics (E), or the background of the writer.
- e.g. 'In B where the observer may be seeing what he wants to see as one who has favoured emancipation.'*
- Level 5 BY INTERPRETING AND EVALUATING SOURCES IN CONTEXT, FIND EVIDENCE TO CHALLENGE **AND** SUPPORT THE HYPOTHESIS. [17-21]
- These answers demonstrate understanding that testing a hypothesis involves both attempting to confirm and disconfirm the hypothesis and are capable of using the sources to do this (both confirmation and opposition are done at this level), e.g. geographical information can be used to differentiate areas where movement off the estates can be implied from those where it did not appear to be the case. Could refer to the fact that sources only refer to limited number of territories.

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Level 6 AS L5, PLUS **EITHER** (a) EXPLAIN WHY EVIDENCE TO CHALLENGE IS BETTER/PREFERRED, **OR** (b) RECONCILES/EXPLAINS PROBLEMS EVIDENCE TO SHOW THAT NEITHER CHALLENGE NOR SUPPORT IS TO PREFERRED. [22]

In (a), A candidate may take the line that A-C represent the ideal of many slaves of leaving the estates and owning land, and so illustrate what was typical. D may be dismissed because Barbados was untypical and E as inconclusive or based on too short a time period to form any judgement.

In (b), the reconciliation could be based on regional variations (developed more fully than in Level 5) or over time (the sources date from immediate post emancipation period) by providing more context material.

NB. IN LEVELS 2-5, THE MARKS WILL REFLECT THE NUMBER OF SOURCES USED.

ATTEMPTS AT EVALUATION WHICH RELY ON COMMENTS ABOUT SOURCE TYPE, AND MAKE NO USE OF SOURCE CONTENT, WILL NOT ACHIEVE LEVELS 4-6.

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SECTION B

2 How significant a part did slaves play in ending Caribbean slavery?

1. Part of the response should be to deal with the multi-causal nature of emancipation measures: anti-slavery campaigns, influence of political events (Reform Act 1832, 1848 Revolution), economic factors, etc.
2. Within that, an exploration of slave activities should be emphasised in order to achieve an 'assessment of the relative potency of Caribbean and metropolitan anti-slavery movements'.
 - Reference by Beckles to 200 Year War against slavery, with many aspects – day to day resistance, plots and revolts, successful rebellion (Haiti, marronage) with the aim of seizing power to obtain meaningful freedom.
 - General crisis of plantation slavery linked with effects of Haiti and serious anti-slavery discussions (e.g. Britain and France).
 - Eric Williams also indicates long-term slave activity – of the slaves 'Most of the time, he merely was as idle as possible. That was his usual form of resistance' but also pro-active (Haiti, Maroons, Bush negroes) and 'alert to surroundings'.
 - Slave awareness of discussion about emancipation: frequency of slave revolts in early nineteenth century: slaves not prepared to wait for freedom to come from above. After 1831 slave 'knows his strength and will assert his claim for freedom'.
 - Slaves never fully 'creolised': retained spirit and desire for freedom.
3. Particular examples: Caribbean-wide.
 - Haiti 1791 onwards – slaves 'freed themselves'.
 - Jamaica (and BWI), significance of 1831 revolt: frequency of revolts.
 - France – political situation, Schoelcher, revolts/conspiracy, e.g. 1848.
 - Danish – slave action 1848, St. Croix.
 - Dutch – long delayed, slave exodus Suriname to British Guiana.
 - Spain/Cuba – slave involvement in 1868 War: of Cuba 'formal abolition was merely the de jure recognition of the de facto disintegration of slavery'.

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3 How did the rulers of Haiti seek to restore the plantation economy from 1789 to 1820?

1. Most of the French and Haitian rulers tried to restore the plantations and force blacks back into near slavery conditions.
2. Between 1783 and 1789 Haiti became the major sugar producer in the Caribbean. The slave revolt (1791) and later rebellions largely destroyed the prosperity.
 3. 1793-1804 attempts to reverse the formation of small properties ended in failure.
 - Sonthonax proposed system of cultivateur portionnaire to tie labour to plantations: involved 1 year contracts, regulations which were a modified slave regime with labour sharing $\frac{1}{4}$ of crops as wages (Poverel suggested distribution of land).
 - System adopted 1798: 3 year contracts, rural police to enforce regulations.
 - Toussaint enforced it: 1801 stopped parcelisation of land by ending sales of less than 50 carreaux: encouraged planters with skills to return. 1801 constitution bound blacks to land. Aim was to restore prosperity and secure a new society: blacks rebelled and were crushed.
 - Leclerc's invasion upset agrarian system (1802-3). Forced labour continued: sugar exports rose. Resisted, rebellion 1802 led by small holders: more devastation: sugar then declined. French expelled 1803.
 - Dessalines followed Toussaint's ideas (exports to pay for army and equipment). Aim probably to restore plantations, severe regulation of labour and investigation of land titles: further rebellion: Dessalines killed 1806.
 4. Haiti divided 1806-20.
 - Christophe continued policy of large landholdings: grants of land to nobles, labour discipline enforced by Dahomeians: diversified economy: revival of sugar exports: 1819 followed Petion's example.
 - The Republic. Senate wanted to preserve large plantations: labour regulation. After 1809 Petion favoured land distribution.
 5. Petion's land distribution settled land question. Haiti became a land of peasant proprietors: subsistence economy. Gave Haiti 25 years of peace.

(Candidates may make generalisations, e.g. about labour regulations or attempts to limit subdivision of land and illustrate answers using the material outlined).

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4 Why did freed people move off the sugar estates after emancipation?

Expect some general discussion and detailed examples.

1. Desire to get away from plantation labour and links with slavery. 'The life of a field labourer has been made so distasteful to the peasant that the possession of half an acre, or the most meagre subsistence and independence seem to him, in comparison with estate labour, the very acme of luxurious enjoyment'.
2. Planters' actions (BWI 1838-42) on wages, rents, etc. and use of laws. 'Beyond a doubt the "rent question" was the one which most disturbed the relations between employers and employees'.
3. Freed peoples' expectations of freedom; of choices and desire to own land; the role of women.
4. Economic advantages and diversification of activities. 'Emancipation drove a section of the former slaves to the towns, another towards unoccupied lands: it gave rise to artisans and small farmers'.

Sewell wrote about material and moral progress.

Small scale agriculture and retail trading were the most popular employments of those who left estates. Inter-island emigration, e.g. from Barbados attracted by higher wages and access to land in Trinidad and Guyana.

5. Elaborations of above.
 - opportunities in towns (artisans, clerks, stevedores) as trade increased.
 - sale of crops both for local markets and export trade (Jamaica 1850s).
 - changes in the economy created new occupations.
6. Examples.
 - by territory – similarities – Cuba and Guadeloupe.
 - wage earning (by tasks) – choice of employer, agreed wage, chose when to work (3 days a week).
 - opportunities by territory, pull and push factors, new crops.

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5 Why did many freed people have difficulties in obtaining land to cultivate after emancipation?

Peasant farming became a common feature of many Caribbean areas after emancipation. The ease of obtaining land varied from place to place and from time to time.

There was a range of factors (with examples), e.g.

1. Access to land: some areas had much land available (crown land, unoccupied interior) whilst others had less (Barbados, Antigua, St. Kitts).
2. Even where land was available, access could be restricted by the action of planters – refusal to sell, charging high prices or selling in large lots (Guyana).
3. Cost was an issue for freed people. Many were thrifty in their determination to obtain land: this caused delay rather than preventing access. In Barbados, prices so high that, even if land was available, it was too costly.
4. Local legislatures could hinder access or profitable usage of land (national legislature in the case of French).
 - FWI 1852-70 elaborate laws to ensure blacks worked in a steady manner, counter vagrancy and keep on estates.
 - Licenses required to sell sugar, coffee or produce charcoal and firewood.
 - Blacks' hopes for a form of economic self-sufficiency were frustrated by a thick web of restrictions on mobility, tenancy, squatting, etc.
5. In Barbados, the ability of ex-slaves to cement their freedom with land ownership was limited by four factors, all beyond their control.
 - the plantation sector had a monopoly of land ownership and use.
 - planters refused to provide land for sale: no crown land.
 - prices of arable land were prohibitively high.
 - local and imperial governments wanted a landless proletariat rather than a peasantry.

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6 Why was immigrant labour so widely used in the Caribbean region between 1840 and 1900?

1. Background of emancipation, movement from estates, unreliable and expensive workforce plus local conditions, e.g. lower slave populations of 'newer' sugar colonies.
2. Bridget Brereton has an analysis of some facets of the situation in Trinidad that may be used as generalisations. Despite both conciliation and coercion in the effort to retain labour of ex-slaves, by 1846 steady and manageable labour less and less available. Most planters felt there was only one viable remedy, immigration; the importation of fresh labourers with a system of regulation to keep them on the estates, create competition in wages and force ex-slaves back to estates. Immigration was seen as the remedy for all the planters' problems.
3. In individual circumstances there would be variations on the theme.
 - French islands – Rosamunde Renard uses many of same arguments as in 2 above for Guadeloupe and Martinique, e.g. that native workers would be brought back to plantations and wages would be driven down. Immigration helped recovery of sugar industry after 1852: ended soon after slump c.1880.
 - Cuba (1860-80) end of slave trade and expansion of production. Chinese immigrants (1877 3% of population) worked alongside slaves.
 - British Guiana, immigrants from Madeira introduced more whites, possible 'middle class'. c.1850 onwards large scale Indian immigration.
 - Trinidad attempted to recruit Africans as those best suited for agricultural labour in tropics: failure of schemes led to adoption of Indian immigration.
 - Dutch (largely Suriname) loss of labour: immigrants from India and Indonesia.
 - Barbados did not resort to immigration.
 - Scale of immigration varied, e.g. Jamaica and Guyana.

NB. The dates in the question: time factor involved.

7 Why and how were health facilities developed in the English speaking Caribbean after emancipation?

1. Needs revealed

- post emancipation – planters' provision ended.
- towns better provided than countryside.
- epidemics (cholera, yellow fever) and endemic diseases: child welfare.
- prevention – public health, welfare, water, sewage, refuse, etc.
- Health problems of Indian immigrants in Guyana and Trinidad.

2. Examples of British Guiana and Trinidad

- governments accepted responsibility for providing medical attention for sick immigrants: became service available to general population.
- public hospitals were available in large towns: in country districts medical attention was difficult to find.
- lack of provision might have lasted longer but for immigrants.
- by 1864 – estate hospitals, doctors in attendance in B.G.: detailed regulations.
- Trinidad slower: 1865/6 followed B.G. system.

3. In Jamaica, health provision deteriorated after emancipation: increases in tuberculosis, stomach disorders, yaws, leprosy, etc. Cholera epidemic – no effective preventative measures, lack of sanitation, malarial swamps, no laws on markets, abattoirs, poor water supplies, decline in number of doctors.

- early attempts to improve failed, e.g. 1846 Dispensary Act.
- Grant's regime tackled public health: public medical service began: quarantine, vaccination, sanitation.
- 1870s public works linked with health – slaughterhouses, market regulation, sewage disposal and street sewers.
- by 1900 epidemics under control; still much to do, diseases, overcrowding, malnutrition.

4. Barbados, piecemeal development of public welfare facilities especially after 1851 cholera epidemic. Public Health Acts 1851 onwards, sanitation measures and health commissioners: 1856 on – doctors, hospitals and health studies in schools.

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8 Explain the changes brought to the English-speaking Caribbean by introduction of crown colony government between 1866 and 1900.

1. Under crown colony government important changes were made in the mode of government as it existed under the old representative system. Details of crown colony government may be described – Governor, Executive Council, Legislative Council. Candidates may link details with greater power of a governor such as Grant to dominate the colonial legislature and act effectively.
2. Candidates may explain the defects of the old representative system and discuss the motives for change to the crown colony way. Note that under crown colonies there was no broadly based opportunity for democratic participation by the general population.
3. Crown colony government performed useful tasks, public works, police and courts and, in Jamaica, reduced discontent. Road building in Jamaica aided economy (bananas) and perhaps development of nationalism: some job opportunities for West Indians (often coloured) in government service.
4. While in the early years efforts were made to improve education, medical services, transport, etc., there was then a slow down – shortages of money and governors failed to stand up to local pressures of wealthy whites.
5. Some authors produce largely approving accounts but there are deep criticisms.
 - those who were taxed did not select those who taxed them.
 - elected representatives gained no experience of the practical workings of government.
 - government often dominated by vested interests: despite advances compared to pre-1866, generally did not devise vigorous schemes of social and economic development.
6. Some comments.
 - The price for advance in administration was centralisation and paternalism (the governors know best).
 - It was easier to establish a relatively efficient administration than to be an impartial administrator and protector of the blacks.
 - Grant's successors failed to construct an alternative economic base. Success of export trade in bananas owed nothing to crown colony government.
 - By 1900 – most were far from satisfied with conditions under crown colony government.