

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary and Advanced Level

MARK SCHEME for the November 2005 question papers

9697 HISTORY

9697/03

Paper 3 (International History, 1945-1991),
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 November 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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Generic mark bands for essay questions

Examiners will assess which Level of Response best reflects most of the answer. An answer will not be required to demonstrate all of the descriptions in a particular Level to qualify for a Mark Band.

In bands of 3 marks, Examiners will normally award the middle mark, moderating it up or down according to the particular qualities of the answer.

In bands of 2 marks, Examiners should award the lower mark if an answer just deserves the band and the higher mark if the answer clearly deserves the band.

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.

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5	11-13	Essays will offer some appropriate elements but there will be attempt generally to link factual material to the requirements of 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.

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SECTION A

1 Source based question: The UN and the Khmer Rouge genocide.

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

These answers will write about the failure of the UN to take action against the Khmer Rouge for its policy of genocide. 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.

L2 USES INFORMATION TAKEN FROM THE SOURCES TO CHALLENGE OR SUPPORT THE HYPOTHESIS [6-8]

These answers use the sources as information rather than as evidence, i.e. sources are used at face value only with no evaluation/interpretation in context.

e.g.

EITHER 'Yes, it is true that the UN took no action against the Khmer Rouge between 1975 and 1991 because there was no international support for doing so. Source C illustrates this point when it states that no state in the world was found to file a case against the Khmer Rouge.'

OR 'No, the international community did try and support UN actions against the Khmer Rouge. You can tell this from Source E, which states that in the mid-1980s the international community did support an investigation into the Khmer Rouge's genocide from 1975'.

L3 USES INFORMATION FROM SOURCES TO CHALLENGE AND SUPPORT THE HYPOTHESIS [9-13]

These answers know that testing the hypothesis involves both attempting to confirm and to disconfirm it. However, sources are still used only at face value,

e.g. 'There is evidence both for and against the view that the UN took no action against the Khmer Rouge in the years 1975 to 1991 because there was no international support for doing so. If you believe that argument, then Source D helps you because it states that the Genocide Convention was never enforced by national governments. However, if you are against that argument, then Source B helps you because it argues that failure to enforce the Genocide Convention was because there was no UN agency to support its implementation.'

L4 BY INTERPRETING/EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE OR SUPPORT THE HYPOTHESIS [14-16]

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

e.g.

EITHER 'I think it is true that the UN failed to take action against the Khmer Rouge between 1975 and 1991 because there was no international support for doing so. When you look at the evidence of Source E, you have to question its argument because it says that nothing changed as a result of the investigation. Furthermore, its assertion that the Genocide Convention was invoked in 1985 is contradicted by Source B, which talks of the Convention as being dusted off in the 1990s. Thus the main argument of Source E is not that reliable'.

OR 'I don't think that lack of international support was the reason why the UN failed to take action against the Khmer Rouge between 1975 and 1991. When you look at Source A,

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another argument, namely that the UN was reluctant to act because defining genocide was very difficult. Cross referencing to Source D supports this assertion when it describes scholars devising the concept of auto-genocide in order to fit the Cambodian experience.

L5 BY INTERPRETING/EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE AND SUPPORT THE HYPOTHESIS [17-21]

These answers know that testing the hypothesis involves attempting both to confirm and disconfirm the hypothesis, and are capable of using sources as evidence to do this (i.e. both confirmation and disconfirmation are done at this level),

e.g. (Second L4 example PLUS the following). 'However, Source B is the only source which does not specifically mention the Khmer Rouge issue. Its argument about the absence of a supporting body explaining the failure of the Genocide Convention is a general point which does not apply to the Khmer Rouge genocide. After all, the international community agreed on the scale of the atrocity in 1975-9, as shown by Source C. Anyway, by the 1970s, the role of supporting the Genocide Convention had been taken up by NGOs, as mentioned in Sources A and C. And how important to other civil and political rights agreements were equivalent supporting agencies? Not very much. This suggests that Source B does not give a convincing explanation of the reasons why the UN failed to take action against the Khmer Rouge before 1991'.

L6 AS L5, PLUS EITHER (a) EXPLAINS WHY EVIDENCE TO CHALLENGE/SUPPORT IS BETTER/PREFERRED, OR (b) RECONCILES/EXPLAINS PROBLEMS IN THE EVIDENCE TO SHOW THAT NEITHER CHALLENGE NOR SUPPORT IS TO BE PREFERRED [22-25]

For (a) the argument must be that the evidence for agreeing/disagreeing is better/preferred. This must involve a comparative judgement, i.e. not just why some evidence is better, but also why other evidence is worse.

For (b) include all L5 answers which use the evidence to modify the hypothesis (rather than simply seeking to support/contradict) in order to improve it, e.g. argues that the UN did take some action against the Khmer Rouge in the form of an investigation in the late 1980s but that it failed to take effective action to punish the Khmer Rouge and mainly because of the context of the Cold War.

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SECTION B

Essay Questions

- 2 'New to the job and inexperienced, President Truman was the person most responsible for the outbreak of the Cold War.' How far do you agree?**

The question summarises one part of the revisionist argument on the origins of the Cold War, one which focuses on political leaders. The case for Truman's responsibility is summed up in the quote:- 'I'm tired of babying the Soviets', made in January 1946. The decision to drop the atomic bomb, whether intended or not to warn the USSR, had the effect of causing a deterioration in US/Soviet relations. Truman's handling of Soviet leaders, such as Molotov, also caused a worsening of relations. Truman's decision to sit by Churchill when the latter made the Iron Curtain speech in 1946 also acts as evidence of Truman's ability to confront the USSR. This was shown most clearly in the Truman Doctrine from March 1947.

However, the responsibility of other political leaders could also be considered. The most obvious would be Stalin and Churchill. Some candidates may also widen the debate beyond political leaders. The phrasing of the question doesn't allow candidates to offer a post-revisionist view. They may choose the traditional and revisionist interpretations.

- 3 How successful was the American policy of containment in the period 1950-1975?**

Coverage of this period will allow candidates to consider at least four major crises: the Korean War; the Cuban Missile Crisis; the Vietnam War and the Middle East up to, and including the War of 1973. The best answers need to consider each separately and analyse containment in general: a simple answer for each of the 4 might be yes, yes, no, not appropriate. Containment needs to be defined – did it mean no new communist states after 1950, or none in strategically significant regions or merely no military expansion of communism? What about the idea of 'rollback'? What about economic embargoes? How far does it include stopping the arms race? Was containment successful in some regions and not in others? And how does the policy of detente, as followed by Nixon from 1969, link with containment?

A narrative approach should not receive more than Band 3.

- 4 'Khrushchev simply wanted to help protect a new and vulnerable Communist state'. How valid is this explanation of Soviet policy towards Cuba in the period from 1960 to 1963?**

The focus of the question is on the motives of Khrushchev in secretly installing intermediate nuclear missiles on Cuba in 1962. The answer rests between an essentially defensive move in response to US aggression such as the Bay of Pigs invasion of 1961 or an aggressive move towards the USA. The answer may link both: a defensive move misinterpreted by the USA as aggressive. Analysing Soviet motives should go beyond merely installing missiles.

It could also include aggressive moves towards Castro's Cuba by the USA from the Eisenhower and Kennedy administrations. The Bay of Pigs, the trade embargo from January 1962 and CIA attempts on Castro's life in Operation Mongoose. Khrushchev could be seen defending Cuba against imperialist America.

A second context for the question could be the wider Cold War. Installation of missiles would give the USSR a stronger position in the global Cold War. Khrushchev could

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A third context could be the Monroe Doctrine where USA saw all the Americas as within its sphere of influence.

5 How far do you agree that 'the crisis of Chinese communism in the 1980s seriously threatened the authority of the Chinese Communist Party'?

The crisis of Chinese communism reached its climax with the Tiananmen Square demonstrations and massacre in June 1989. The crisis began in the 1970s, as the Communist leadership liberalised, if not completely, the agricultural and industrial sectors of the economy. By the mid-1980s, the leadership was divided over whether it should liberalise Chinese politics as well. Therefore, the crisis of communism had two aspects: in the country and within the leadership. The death of the liberal (and sacked) CCP leader Hu Yaobang, in early 1989 brought the two crises together, with large-scale demonstrations in Beijing. Demonstrations were crushed by the government.

How serious were the twin crises? The crisis in the country had grown in support since May 1989. It gained support in at least 132 cities. These demonstrations were crushed by the army. The final phase was the Tiananmen massacre in June 1989.

Few candidates may have specific detail so be generous with the responses.

6 'By the 1980s the USSR was losing the nuclear arms race.' How did this affect the Cold War?

By 1970s the USSR spent between 15% and 20% of GDP on defence. This compares to approx 6% of GDP spent by the USA. From the accession of President Reagan a new arms race began, started by the USA. The SDI and the deployment of Cruise and Pershing II missiles in west Europe increased Soviet military build up. Even with the INF Treaty of 1987 the USSR couldn't match US spending.

The failure of the USSR to compete with US military spending on nuclear weapons and their delivery systems was a major factor in forcing Gorbachev, the Soviet leader, to get arms control agreements in Geneva and Iceland. This eventually led to the INF treaty of 1987 and subsequent treaties on limiting nuclear weapons between the two superpowers.

The failure of the USSR to compete in the nuclear arms race was a major factor in bringing the Cold War to an end. Candidates, however, could also mention the increasing difficulties the USSR had in controlling eastern Europe.

7 How far do you agree that Japan's economic miracle was based almost entirely on special favours it received from the USA?

The economic miracle is the era of rapid economic growth from late 1940s to the 1980s, broken only occasionally by economic recession. Japan was given favourable access to the American market while its own economy remained protected from foreign competition. In 1947-9 US 'reverse course' policy saw Japan as the workshop of Asian Pacific region. US also encouraged trade links between Japan and SE Asia. Under the US military umbrella Japan also spent a very small amount on defence. This enabled Japan to invest in industry. There were also unplanned ways US aided Japan. Impact of Korean and Vietnam wars assisted Japanese economic growth.

Also economy aided by expansion of world economy from 1950 onwards.

Within Japan candidates may mention role of Japanese government, in particular MITI; the saving policy of most Japanese consumers and the business methods of Japanese

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8 To what extent did international aid assist Third World countries in development of their economies in the period 1970 to 1991?

Candidates can mention various forms of economic aid. They may mention loans from the World Bank, IMF, international banks and individual countries. They may also mention aid from non-governmental bodies. They could also refer to specific material aid in capital equipment, expertise or armaments.

On the positive side international aid clearly assisted the growth of countries such as the Asian Tigers, states in Latin America such as Chile and states in the Middle East such as Egypt. International aid, in its various guises, helped improve the transport infrastructure, build factories, improve education and supply energy.

However, candidates can mention the adverse effects of international aid:- the increase in political corruption; the purchase of armaments leading to regional destabilisation, particularly in sub-Saharan Africa and the amassing of large Third World debts. In addition, some international aid deals involved developing a dependent link between the Third World state and the donor nation.

On the negative side, some candidates may mention the world oil crises of 1973 and 1979 and the main cause of Third World debt as opposed to international aid.

Answers in the top bands will be expected to offer a balanced (for and against) account of the role of international aid.