

HISTORY

Paper 9697/11

Paper 11

General comments

Components 9697/11 and 9697/12 are based on the same syllabus. The answers are assessed by the same criteria. Most of the qualities that resulted in higher or lower marks were common to the two components. Therefore, Centres whose candidates were entered for this component are advised to refer also to the Principal Examiner's Report for 9697/12.

It was encouraging that the entries from some regions increased significantly. The general standard of the responses was satisfactory and examiners were pleased to read a proportion of very accomplished scripts. There were a number of reasons why some candidates gained higher marks than others.

The more effective responses contained a combination of relevance, clear argument and appropriate knowledge. Their relevance meant that they concentrated on the particular questions that were asked. Clear arguments meant that points were chosen and organised effectively. Appropriate knowledge was reflected in facts that were linked to the argument. Weaker candidates often tended to write generally about topics instead of focussing on the questions. Sometimes irrelevant material was included. In some responses points were presented in a disorganised way. It is always helpful to candidates to write a brief plan before writing an essay.

Higher marks were awarded when candidates clearly noted the dates given in questions. For example, **Question 2** asked about the problems in France in 1789. It was relevant to give some background to explain how these problems arose but it was unnecessary to relate developments in the French Revolution after 1789. **Question 6** was limited to the years from 1900 to 1914. No credit could be given to accounts of the outbreak of the revolutions in Russia in 1917. Likewise candidates who noted key instructions in questions, such as '*How far do you agree that...*' tended to achieve higher marks. They presented both sides of the argument and showed which was more convincing. Less successful candidates wrote unbalanced answers, as in **Question 7**, where they discussed Hitler's terror and omitted studies of more positive policies.

When answering **Question 1** (the Source-based question) the highest marks were awarded when the extracts were grouped together in responses. More creditable candidates supplemented this by evaluations of the Sources individually and as a group. This reflected the advice given in the introduction to the question. Higher marks were awarded when the Sources were compared and contrasted. For example Germany blamed Britain for the naval war in Source A, while Source C placed the blame on Germany.

Candidates who gained higher total marks divided their time effectively, spending approximately equal time on each of their answers. Some candidates spent too much time on a particular question. This might have gained a few additional marks for one essay but did not compensate for incomplete final answers. Overall, candidates allocated their 3 hours of examination time sensibly.

Comments on specific questions

Section A

Question 1

This was a Source-based question on the general topic of The Origins of World War I, 1870-1914. Candidates were given five Sources and were asked to examine the hypothesis or claim that 'Britain's fear of the German navy before World War I was completely unjustified'. The better answers grouped the Sources according to the extent to which they agreed with the hypothesis. Most answers interpreted the Sources correctly although the claims of some candidates were insecure. Their answers assumed that Source A supported the hypothesis because it was published in a British journal and that Source B contradicted the claim because it appeared in a German journal. The text of Source A indicated that many Germans supported the build-up of the navy because they believed that the naval race was begun by Britain. There were some effective analyses of Source B highlighting the key point that the writer believed that Germany could not afford both a large army and a large navy. Some excellent candidates added that Britain did not have this double expense because its army was smaller than Germany's. The analyses of Sources C, D and E were usually competent and often very effective. Only the least successful candidates were content to summarise the extracts. Stronger answers used the text of the Sources to support arguments. The standard of evaluation and assessment was a discriminating factor. Some candidates omitted this part of the exercise and their marks were therefore more limited than those who deliberately assessed the extracts. Good answers contained brief but effective conclusions, reaching judgements that were based on the Sources and containing short but relevant references to knowledge.

Section B

Question 2

The key issue was the nature of the difficulties in France in 1789. Were the economic problems more serious than the political? High marks did not necessarily require an even balance in the discussion of the two elements. It was valid to spend more time on the problems that were judged to be more serious. However, examiners were looking for a reasonable balance so that an overall judgement could be justified. Therefore, answers that only examined either political or economic issues lacked the comparative approach that was central to the question. Examiners were pleased to read some well-argued and well-informed essays. Candidates were given credit when they linked the two elements. More moderate answers were often less successful in examining the political problems of the ancien régime in 1789, apart from noting the incompetence of Louis XVI and the influence of Marie Antoinette. Better answers considered the lack of effective political institutions. Some very successful essays noted that the King's control over many of the provinces was weak. Nobles were often more influential than the intendants and other royal officials. The meeting of the Assembly of Notables failed and only revealed the self-interest of the Second Estate. The parlements proved troublesome and were more concerned about their rights than about reform. Credit was given when candidates explained the reasons for, and extent of, economic problems. These included an inefficient fiscal system and debts incurred by wars. Higher marks were awarded when the answers indicated clearly which were the more serious problems and explained why this was the case. More limited responses often described the problems but did not include a discussion of which was most serious. Examiners were pleased that almost all candidates noted that the end date was 1789 and did not include irrelevant material. The overall standard of the answers was satisfactory.

Question 3

The key issue was to analyse the reasons why industrial changes in the nineteenth century have been described as revolutionary. Candidates usually showed a sound knowledge of the major industrial changes. The discriminating factor between satisfactory and good answers was usually the care that candidates took to deal with the term 'revolution'. Satisfactory responses provided a brief definition of revolution as a complete change. However some candidates tended to describe changes rather than present analytical and reasoned arguments. Some answers only mentioned mechanical changes such as the invention of steam engines but did not explain why the results were revolutionary. Better responses considered the impact of railways. Examiners were pleased to read some answers that dealt effectively with the issue of widespread change. Candidates contrasted developments in the Industrial Revolution with previous conditions. High marks were awarded when the essays went further than descriptions of mechanisation and explored the social and political changes that resulted from industrial change. There were references to new political ideas such as socialism and Marxism. On the other hand, traditional groups retained much of their influence during industrialisation. The question asked candidates to refer to developments in at least two countries

from Britain, France and Germany. Discussions of Britain were usually better than those of the other countries, with weaker answers being vague about developments in Europe. However, some candidates were able to make good points about France and Germany.

Question 4

The key issue was the comparison of Cavour and Mazzini. High marks were awarded when candidates distinguished between their aims and the methods they employed. Credit was given when the answers focused on comparisons. Moderate essays often provided successive accounts of Cavour and Mazzini and limited their comparison to brief introductions or conclusions. Some candidates deserved credit for providing a reasonable balance in their answers between the two leaders. They supported their arguments with sound knowledge. Less worthwhile essays were often vague about specific developments and did not support their arguments as effectively. In discussing Mazzini, some answers would have been improved if they had considered his influence in Italy at specific points, especially the Roman Republic in 1848-49. A few forgot that Cavour died in 1861, before the unification of the Italian peninsula was complete. It was relevant to discuss Garibaldi but more credit was given when he was linked to Mazzini and Cavour.

Question 5

The key issue was the reason for European involvement in 'New Imperialism' in the late nineteenth century. Was jealousy of Britain the main motive for involvement? Candidates were not required to agree with the claim in the quotation. History is a matter of judgement and alternative explanations could be offered. However, to achieve a high mark candidates were required to take a view on the claim stated in the question. High marks were awarded when answers assessed how far the claim was valid, using examples such as the Fashoda Crisis, involving France and Britain, and the rivalry between Germany and Britain in more southern regions of Africa. Most candidates were able to suggest a variety of reasons for imperial expansion. Those who gained the highest marks were able to provide overseas examples whereas more limited responses made claims that were not substantiated. There were some particularly effective answers that contained detailed knowledge of imperialism in particular regions. The most successful candidates also put the reasons into a hierarchy of priority instead of merely providing a list.

Question 6

The key issue was evaluation of the dangers to Tsarism from 1905 to 1914. The quality of many answers was sound and examiners read a number of excellent essays. Answers were weakened when they strayed into irrelevance by discussing the effects of World War I on Russia after 1914. A brief concluding comment was acceptable, but not a series of paragraphs. Another tendency in limited answers was to restrict the argument to the 1905 Revolution and its immediate aftermath. A number of the most successful candidates demonstrated knowledge and understanding of the reforms between 1906 and 1914. For example, they discussed the work of Stolypin, who combined reforms to encourage the kulaks with repressive measures. Candidates were given credit when they explained the effects of Nicholas II's reactionary tendencies. The question asked how serious the dangers were. The better answers therefore assessed the dangers and explained the reasons for their conclusions. The best essays put the dangers in an order of priority.

Question 7

The key issue was the basis of Hitler's power in Germany to 1939. Candidates were asked to consider how far it relied on terror. Most candidates were able to discuss the nature of terror successfully but the weakest essays dealt with the issue in vague terms. The most successful candidates considered how far Hitler relied on terror, contrasting this with other more positive policies such as economic reforms. Many answers mentioned propaganda and the role of Goebbels. A few candidates discussed how foreign policy strengthened Hitler's hold over Germany. More candidates could have drawn conclusions from the contrast between terror and positive policies. These were described accurately but the best responses were distinguished by their willingness to make relative judgements. The overall standard was satisfactory.

Question 8

The key issue was the comparative effects on Europe by 1939 of World War I and the Russian Revolution. The quality of the answers was variable. Weaker essays told the story of Europe and Russia after World War I but did not draw conclusions. The most effective responses were reasonably balanced and maintained their focus on the question. Higher marks were awarded to the answers that examined the economic and social effects of the World War I, including the damage to countries' prosperity and the influence of the post-war settlements. Fewer candidates were able to make valid points about the effects on Europe of the Russian Revolution.

HISTORY

Paper 9697/12

Paper 12

General comments

Components 9697/11 and 9697/12 are based on the same syllabus. The answers are assessed by the same assessment criteria. Most of the qualities that resulted in higher or lower marks were common to the two components. Therefore, Centres whose candidates who were entered for this component are advised to refer also the Principal Examiner's Report for 9697/11.

The overall standard of the scripts was satisfactory although there was considerable variation between candidates. Examiners were pleased to read some outstanding work that reflected a very high level of understanding and the ability to present arguments effectively. The weakest candidates were disadvantaged by their lack of knowledge, which prevented them from making satisfactory judgements about the questions.

The most creditable candidates noted the key words in questions. For example, the key words in **Question 2** about the French revolutionaries were '*aims*' and '*change*'. These provided clear clues as to the organisation of answers. Some less satisfactory responses included narrative descriptions of events in France but did not deserve high marks because they did not address the issues of aims and change directly. In **Question 4** about Bismarck, the key words were '*champion of Prussia's interests*' and '*German nationalist*'. Some accounts of German unification could have been improved if candidates had used their knowledge to highlight these issues.

Better candidates paid attention to the dates specified in questions. **Question 2** was about the period from 1789 to 1793 in France. High marks could be awarded to answers that covered all of this period but some essays would have benefited if they had gone further than explaining the aims of the revolutionaries in 1789. **Question 4** ended in 1871 and examiners could not give credit to accounts of Bismarck and Germany after unification in that year.

The more successful candidates displayed a high level of skill in handling the Source-based question. They followed the advice on the Question Paper '*to pay particular attention to the interpretation and evaluation of the Sources both individually as a group*'. Comments on the extracts were linked consistently to the hypothesis that candidates had to consider. Sources were cross-referenced to show how they agreed or disagreed with each other. For example, in **Question 1**, Source A claimed that the Serbian government discouraged extreme violence against Austria whereas Source D accused the Serbian government of fermenting trouble. Weaker answers summarised the Sources without assessing them and references to the hypothesis were limited to introductions and conclusions.

Candidatures are advised to plan their essay answers briefly so that they can organise their work effectively. It is also a good idea to devise an outline of the Sources to show how far they support or contradict the hypothesis. This will help to group them in the essay. Introductions and conclusions are helpful but should be short. The best introductions immediately address the question and indicate the main lines of argument. They avoid unnecessary background. Conclusions should be short summaries of the arguments or can include links to other relevant issues.

Comments on specific questions

Section A

Question 1

This was a Source-based question on the general topic of The Origins of World War I, 1870-1914. Candidates were given five Sources and were asked to examine the claim that *'The Serbian government was to blame for the increasing tension with Austria before World War I'*. The general standard of the answers was satisfactory and examiners read some that deserved high marks. More credit was given when candidates began by grouping the Sources; C, D and E supported the claim, whilst Sources A and B disagreed. The weakest answers only summarised or paraphrased the extracts. The more commendable responses used the Sources to support arguments about Serbia's guilt or innocence. A discriminating factor was the level of assessment evident with the best candidates using the provenance of the material and their knowledge to evaluate Sources instead of simply taking them at face value. Higher marks were awarded when such assessment was linked to the argument. For example, when considering Source A, is it true that Serbia had made strenuous efforts to curb anti-Austrian nationalists? Some candidates gained credit for considering how widespread support for violence in Serbia actually was. Others used Source D, which mentioned the Balkan crisis of 1912-13, to explore the background of tensions between Austria and Serbia. Some candidates omitted a conclusion or wrote only that the Serbian government was, or was not, to blame. Conclusions do not have to be long but they should provide some explanation for the overall judgement.

Section B

Question 2

The key issue to consider was the changing aims of the French revolutionaries from 1789 to 1793. The question required candidates to consider how far, and for what reasons, the aims changed. Examiners were pleased to read a number of essays that deserved high marks because of their combination of arguments and appropriate knowledge. Among relevant factors that were considered were the reactions of Louis XVI and his courtiers, the worsening economic situation, internal conflict between supporters of radicalism and strong counter-revolutionary groups, and foreign intervention. Some saw the Flight to Varennes as a decisive turning point in the decision to execute the King. More moderate answers sometimes contained narrative descriptions of developments that made few references to the aims of the revolutionaries. These were implied more than explicit. Most candidates were able to describe satisfactorily the reasons why Louis XVI was executed. A characteristic of the best answers was their success in explaining the aims of the revolutionaries in 1789. Some weaker answers stopped at this point and did not deal with the period to 1793 while a few went beyond the specified period.

Question 3

The key issue was the claim that the most important cause of the Industrial Revolution was changes in technology. Good candidates provided examples of developments in the Industrial Revolution from at least two of Britain, France and Germany. Some weaker answers did not refer to any country and answers in the middle range discussed only Britain. The highest marks were awarded when essays focused on the causes of the Industrial Revolution, assessing them and putting them into order of importance. It was not required to agree that the most important factor was changes in technology - candidates could argue that other causes were more important - but a mark in the higher bands needed a clear discussion of this element because it was stated in the question. Candidates discussed how early advances in technology, including new machines such as the Spinning Jenny, increased production. They also required fewer workers and caused unemployment in the short run although this spare manpower was available for other industrial processes. Steam power, including railways, was identified as another major technological advance. It enabled larger factories to be built. The railways transported increased volumes of materials. Some candidates gained additional credit by discussing other causes of the Industrial Revolution. For example, capital investment was necessary to fund factories and larger enterprises. An increased population provided the necessary workforce, which could not resist the pressures imposed by businessmen for much of the nineteenth century, and it also provided a larger market for goods. A few answers strayed beyond the key issue to discuss the effects of the Industrial Revolution. The general standard of answers was sound.

Question 4

The key issue was whether Bismarck was more a champion of Prussia's interests or a German nationalist. The question offered these two alternatives and good candidates considered both. However, examiners did not require that the answers should be evenly balanced for high marks. It was possible to devote more to the favoured interpretation. However, to achieve high marks it was necessary to consider the other view, with an explanation of why it was less convincing. Some moderate or weak answers opted for one side of the argument, usually that Bismarck was a champion of Prussia's interests, without explaining and evaluating the other claim. Some excellent essays argued that he used nationalism as a means of winning support from groups within Prussia, such as the Liberals, and from the southern states who were suspicious of Prussian dominance but more antagonistic to Austria and France from 1866. A few candidates made good use of the constitution of the new German Empire to show how Prussia's power was embedded in the new Germany. Weak answers were sometimes able to tell a fairly accurate story of the period from 1862 to 1871 but lacked explanation of either Prussia's interests or of the role of German nationalism.

Question 5

The key issue was to consider the problems that faced European countries in establishing overseas colonies. The question offered candidates two alternative regions that they should deal with and a few candidates went outside the terms of the question by dealing with both. Some weaker answers described problems but did not link them to any region outside Europe. Previous reports have recommended that answers to questions on New Imperialism need to include overseas examples. On the other hand, examiners were pleased to read answers that were analytical, focused on relevant issues and supported by appropriate knowledge. The best answers put the problems in order of priority whereas more moderate responses tended to present the problems as a list. The first approach was more effective, making it easier for candidates to assess the problems as the question required. For example, it might have been valid to suggest that different languages presented difficulties for Europeans but this was not a major issue when compared with other problems. The overall quality of the answers was satisfactory.

Question 6

The key issue was to consider why Nicholas II's reforms after the 1905 Revolution did not prevent a revolution in February 1917. The quality of many answers was good. Credit was given when candidates explained the nature and effectiveness of the reforms that were introduced after the 1905 Revolution, for example the October Manifesto. Some of the strongest responses noted the reforms that then followed the October Manifesto. Although the period from 1906 was generally one of reactionary policies by Nicholas II, there were signs of reform, especially in economic spheres. Most answers noted the ways in which the changes were negated by the Tsar. For example, the Fundamental Laws reaffirmed the Tsar's autocracy. The Dumas became ineffective. Reforming ministers such as Witte and Stolypin received little support from Nicholas II whilst incapable ministers who were willing to go along with reaction were favoured. Most candidates were able to refer to World War I but some did not explain sufficiently why it helped to bring about a revolution in Russia. Some answers were weakened when they were uncertain about the February revolution, exaggerating the roles of Lenin and the Bolsheviks, and some continued into irrelevance by writing about the revolution in October 1917.

Question 7

The key issue was the extent to which Hitler's popularity to 1939 was dependent on his foreign policies. Candidates could argue that other factors, such as economic and social policies, were more important but to achieve a high mark they needed to show an adequate knowledge and understanding of foreign policy. A commendable proportion of answers handled this aspect well. They traced developments from Hitler's views on the Versailles settlement, which helped him to gain and consolidate power, to the expansionist policy of the later 1930s. Some answers made claims that were unclear, for example about the use of terror. They described repression and terror but did not explain how they helped to make Hitler popular. The role of propaganda was usually explained well. A satisfactory number of candidates could explain other policies effectively. Some candidates gained credit when they explained how and why particular policies appealed to specific social groups. For example, Hitler's anti-communism was more popular among the middle class, the business community and the army than among industrial workers. The overall standard of the answers was sound.

Question 8

The key issue was whether Lenin and Stalin were Marxist rulers. Many candidates took the sensible approach of explaining first what could be expected of a Marxist ruler. The discussions of Lenin and Stalin were often satisfactory but some weaker answers forgot about Marxism after the introduction and contained only general descriptions of the leaders' policies. The better answers were reasonably balanced between Lenin and Stalin while weaker answers explained one or the other. Whilst more successful candidates dealt with a range of issues, moderate responses focused only on economic changes. They would have been improved if they had also discussed political structures, issues such as the one-party state and the personal dictatorship of the leaders. When dealing with Lenin, many responses considered the significance of the change from War Communism to the NEP. Sections on Stalin explained the implications of the suppression of the peasantry in a supposedly Marxist country.

HISTORY

Paper 9697/02

Paper 2

General Comments

Many candidates produced good quality answers to the source based question and there were some very pleasing responses to **Questions 2 to 8**. However, some problems with timing remain in that some candidates did not allow sufficient time for their final answer and so this was hurried, with an inevitable decline in standard. Timing is a key feature of examination technique which candidates must appreciate. It is vital that candidates have both a solid factual knowledge of each topic and then use this subject material in an analytical manner to answer the specific questions asked. Each answer is worth 25 marks and so timing and coverage are both very important. Examiners were pleased to see some excellent scripts that were a credit to both the candidates and their teachers. The general impression of the standard of responses was that it has improved slightly on previous years.

Specific Question Comments

Section A

Question 1

This compulsory question required the candidates to examine and interpret five sources and answer the question *"How far do sources A-E support the view that Singapore was primarily responsible for the separation from Malaysia?"* To gain access to Band 3 the candidates must use the sources to show that there are two sides of the argument to consider and discuss. To achieve a mark in Band 5 the candidates must use the source content but also evaluate the strengths and weaknesses of the sources. To gain a Band 6 mark there must be an overall evaluation of the sources and a summative conclusion, possibly with an alternative hypothesis presented. Many candidates achieved Band 3 but fewer made the transition to the higher bands. To do this requires both an understanding of the sources and also good examination technique. Evaluation can be achieved by a study of the nature, origin and purpose of the material and also by contextual knowledge, or indeed both.

Section B

Question 2

This essay question required candidates to examine the various factors which acted as motivators for the Colonial powers in their search for colonies. Candidates could examine British involvement in the Malay States and Singapore, or the Dutch in the East Indies as examples of economic motivation. They could have discussed the British acquisition of Upper Burma as a strategic and political acquisition to protect India. French Indo-China could have been examined as a strategic base, indeed the Straits Settlement of Singapore could be considered for the same reasons. The essence of a good answer was to examine the thesis that it was economics that motivated colonisation but that there were also other factors. As well as analysis, plenty of regional examples were required to support the essay. This was a popular question and well handled by most candidates.

Question 3

This essay required candidates to assess the impact of colonial rule on the traditional trading networks of Southeast Asia. They could include the pre-capitalist trading networks associated with commodities such as lumber, spices, fish and foodstuffs which existed before colonisation and consider how these changed as a result of colonial rule. It was relevant to discuss the development of the oil industry in Lower Burma, the growth of the tin and rubber industries in the Malay Peninsula, the development of rice production in Cochin China and the European trade networks with China via Singapore and the Straits Settlement. They could also have mentioned the production of rubber and the exploitation of oil in Indonesia.

Question 4

The focus of this essay was on colonial rule and its impact, in particular on social change. Candidates had the opportunity to discuss the reasons for migration in the period 1870 to 1941. As the date parameter was broad, this question offered candidates the opportunity to assess an issue over a long period of time. In support of the assertion, candidates might have mentioned the development of cities such as Kuala Lumpur, Saigon, Hanoi, Singapore and Batavia/Jakarta and give examples of how the growth of cities encouraged migration. In particular candidates might have mentioned the migration of Chinese from coastal China. Candidates could also mention other causes such as political factors, for instance the movement of population from Southern China into Burma and French Indo-China as a result of political instability in China in the 1920s.

Question 5

This question allowed candidates to discuss the reasons behind the rise of nationalist movements. It is a tried and tested topic which is popular and grips the imagination of candidates. Clearly there were some areas where the actions of colonial governments encouraged the development of nationalist movements; Singapore and French Indo-China are good examples. Discussion of the Kuomintang and the communists in Singapore before the war would be relevant. British policy associated with pay and discrimination was central to the development of nationalist groups. In French Indo-China nationalist movements were linked to exploitation of the agricultural sector and in particular in the Red River area and Mekong Delta. Candidates could also have mentioned the Dutch East Indies. A counter argument could have been included using Thailand as the 1932 Democracy Movement was not linked to colonial oppression.

Question 6

The focus of this essay was on reasons for decolonisation. Candidates were not allowed to use Singapore as an example. In support of the question candidates might have stated that the rapid defeat of the British, Dutch and Americans undermined western colonial control of Southeast Asia. As a result, from 1945 onwards, colonial governments considered relinquishing control in Southeast Asia. A clear example of this is the British withdrawal from Burma in 1948. The USA's withdrawal from the Philippines could also be mentioned in this context. The granting of self-government to the Malay States in 1957 had an indirect link to the war. However, in French Indo-China and Indonesia colonial governments were determined to reassert their control and as a result, although nationalist movements developed decolonisation mainly occurred due to an inability to restore effective control after 1945. Again this question was popular and well handled by most candidates.

Question 7

This was not a popular question and was rarely attempted. Candidates had the opportunity to assess the success of the newly created states in developing a strong national culture. Against the proposition candidates could have cited the creation of Malaysia and the decision to expel Singapore in 1965. They might also have mentioned the problems faced by the Burmese government in its relations with ethnic minorities in areas such as the Shan States. The division of Vietnam was an example which could have been explored. Muslim insurgency in The Philippines could have been discussed. When supporting the assertion useful examples could be taken from Singapore, Indonesia under Sukarno and also Thailand.

Question 8

This was not a popular question and was only attempted by a few. Candidates had the opportunity to discuss the role of government in the economies of the newly independent states. In support of the question they could have stated the example of Vietnam (North Vietnam from 1954 to 1975 and then the whole of Vietnam to 1980). They might have also mentioned Laos and Cambodia under authoritarian governments from 1970 to 1980. Finally the authoritarian control of Burma and its poor economic growth under military rule was relevant. To counter the argument they could have mentioned the governments of Malaysia and Singapore, who helped to foster rapid economic growth and the conditions that enabled them to do this. The Philippines could also have been examined.

HISTORY

Paper 9697/31

Paper 31

General Comments

Whilst the examination paper produced a wide range in terms of quality, the overall standard of the scripts was disappointing. Examiners were encouraged to note that some candidates were able to sustain an excellent standard throughout all four of their responses, clearly displaying evidence of their ability to make informed historical judgements. In general, however, candidate responses tended to be descriptive rather than analytical and were not fully focused on the precise needs of the questions. There were a number of scripts which displayed a marked lack of appropriate knowledge and understanding.

The compulsory Source-based question (**Section A: Question 1**) requires quite different skills from those needed for the essay questions in **Section B**, and it is desirable that this question be answered first. Those candidates who attempted **Question 1** as their second, third or final response generally did less well than those who addressed it first. Whilst the vast majority of candidates were able to find arguments to both support and challenge the hypothesis, relatively few were able to go beyond face value and interpret the Sources fully in their historical context.

In **Section B**, the most popular choice was **Question 2**, relating to the causes of the Cold War, followed (in order of popularity) by **3**, (a fairly general question on the globalisation of the Cold War), **5** (on the ending of the Cold War), **4** (a more specific question on the globalisation issue), **6** (on attempts to control nuclear weapons), **8** (on the decolonisation of Africa) and **7** (on the global economy between 1945 and 1991).

In general, responses to the essay questions were of higher quality than those for **Question 1**. The majority of candidates were able to display evidence of sound factual knowledge, but this was often deployed in a narrative or descriptive manner, without directly addressing the requirements of the specific question. The most successful candidates were able to use their knowledge and understanding to produce well-structured, clearly focused, balanced and analytical essays, often making effective use of appropriate quotations from specific historians or text books and supporting their points with well chosen detail.

Time management was clearly an issue for a relatively large number of candidates, who devoted too much time to answering one of the questions (usually, but not invariably, **Question 1**) to the detriment of the others. Accordingly, many candidates attempted only three of the four questions required, whilst many others produced their fourth response under considerable time constraints. Disappointingly, a small number of candidates ignored or misread the rubric instruction not to answer both **Question 3** and **Question 4**.

Comments on specific questions

Section A

Question 1

The United Nations and Children

How far do Sources A-E support the view that the 1980s was the most successful decade for the UN's assistance for the world's children?

This question required candidates to use the Sources as evidence to test the validity of the hypothesis. The vast majority of candidates were able to use the information contained within the Sources to construct a logical response to the question, although many reviewed the success or failure of the UN's work with children in general terms rather than focusing on whether the 1980s were significantly more successful than any other decade.

Candidates viewed Source A in different ways. Some felt that it disagreed with the hypothesis, referring to the adverse affect which the economic crisis was having on social progress in the least developed countries and predicting still worse for the future. Others interpreted the Source as supporting the hypothesis, stressing the fact that the UN was organising a fund of \$2 million to provide essential drugs for Africa. Interestingly candidates tended to concentrate on one or other of these viewpoints; very few seemed able to see both. A similar situation occurred with Source C. Some candidates stated that the Source supported the hypothesis because of the statement that *'the minimum needs of most people in the Third World are at last being met'*. Rather more felt that the Source disagreed with the hypothesis, since any evidence of improvement in the condition of the world's children was flawed by inaccurate and out-of-date statistics.

Most candidates considered Source B to support the hypothesis, since it was in the 1980s that the Declaration on the Rights of the Child, originally proclaimed in 1959, was to be adopted at last. Similarly, Source D was viewed as being highly supportive due to the UN's success in immunisation, provision of safe drinking water and adoption of the Convention of the Rights of the Child. Source E was generally seen as opposing the hypothesis since it showed how some UN projects, seemingly successful in the 1980s, were subsequently shown to have had dire consequences.

However, in order to achieve higher marks for this question, candidates were required to go beyond such face value interpretation. It was necessary to analyse the Sources in their historical context, evaluate their provenance and cross-refer between them. For example, Source A is a report on the UNICEF session in 1988, towards the end of the decade. It refers to the fact that *'a UNICEF fund of \$2 million will be set up to provide essential drugs for Africa'*. Therefore Source A is actually describing the intention of the UN rather than the outcomes of its actions; such outcomes are unlikely to have become clear until the following decade. Similarly, Source B (dated 1989) stresses that the General Assembly *'is expected to adopt the Convention [on the Rights of the Child] later this year'*; again, the impact of this could not have been apparent during the 1980s.

Very few candidates engaged in the vital task of cross-referencing Sources. For example, the information given in Source B regarding the Convention on the Rights of the Child could have been confirmed by reference to Source D (written in 1996), which not only shows that the Convention was indeed adopted in 1989, but that *'no human rights convention had ever attained such widespread support so quickly'*.

Many candidates noted that three of the Sources (A, B and D) came directly from UN publications. Whilst some felt that this gave enhanced credibility, others believed that it made the Sources unreliable since the UN would have a vested interest in exaggerating its own role in helping to overcome the problems facing the world's children. Whilst there may be some truth in this, such statements regarding the provenance of the Sources are merely unsupported assertions unless examples are given to substantiate them. For example, Source D makes much of the fact that *'extraordinary improvements were made in access to safe drinking water'*, and quotes statistics to support the point. Very few candidates challenged these statistics; indeed, many candidates suggested that the presence of these statistics gave Source D greater credibility. However, cross-referencing with Source C might lead one to question the accuracy and reliability of such evidence. Similarly, many candidates questioned the reliability of Source C, some even suggesting that a US newspaper might be trying to undermine the achievements of the UN because of its opposition to the USA's heavy funding of the UN's activities. Such views rather missed the point that the concerns raised in Source C regarding the reliability of statistics used by the UN come, in fact, in a direct quote from a UNICEF report.

Only a very small minority of candidates achieved Level 6, the top level of performance for **Question 1**. They did this by stating, usually in the final paragraph, that the quality of evidence either for or against the hypothesis was stronger on one side of the argument. This was achieved by evaluating the evidence, on both sides of the argument, beyond face value, and then explaining how and why the quality of evidence differed. Alternatively, after offering an effective evaluation of the Sources, candidates were able to use the argument presented to suggest a change in the hypothesis. Generally, this took the form of stating that, whilst there is insufficient evidence to show conclusively that the 1980s was *'the most successful decade for the UN's assistance for the world's children'*, there is considerable evidence to show that the UN made every effort to provide appropriate help at a time of significant economic restraints.

Section B

Question 2

'Strategic rather than ideological reasons best explain the development of the Cold War in the period from 1945 to 1949'. How far do you agree?

This question required the candidates to display knowledge and understanding of the causes and early development of the Cold War in Europe between 1945 and 1949, and to deploy this in order to assess the relative significance of strategic and ideological factors.

Whilst the majority of candidates were able to demonstrate some knowledge of how and why the Cold War developed in the late 1940s, very few were able to provide a logical argument focused on the precise needs of the specific question. Most lacked a genuine understanding of the question's terminology and were unable to either define or differentiate effectively between strategic and ideological factors. Most responses tended to be narrative accounts of the causes of the Cold War, with references, of variable accuracy, to the historical debate.

Candidates who produced the most effective responses tended to argue that the traditional or orthodox view would imply that ideological factors were the most important; Stalin was trying to spread the ideology of communism, whilst the USA (especially Truman) was trying to stop him through the adoption of policies such as the Truman Doctrine and the Marshall Plan. Conversely, the revisionist and post-revisionist views would place strategic factors as the most significant; Stalin was trying to protect the USSR from future attack by keeping Germany weak and creating a '*cordon sanitaire*' in Eastern Europe, whilst Truman was trying to protect and develop the USA's economic position by defending Western Europe.

Whilst there were a small number of highly impressive responses, most candidates tended to underachieve on this question.

Question 3

'The USSR was more responsible than the USA for the development of the Cold War outside Europe in the period from 1950 to 1985'. How far do you agree?

This question required candidates to display knowledge and understanding of how and why the Cold War spread beyond Europe to various parts of the world in the period from 1950 to 1985, and to deploy this in order to evaluate the relative culpability of the USA and the USSR.

As with **Question 2**, the vast majority of responses tended to be heavily descriptive, providing accounts of events such as the Korean War, the Cuban Missile Crisis and the Vietnam War. Very few responses related such information to the comparative analysis required by the question, while fewer still covered issues extending to 1985. A worryingly large number of candidates either misread or misunderstood the question, writing, often at considerable length, about events in Europe, many of which related to the period before 1950. Of the more focused responses, a significant number were somewhat unbalanced, the USSR's role being covered in some detail but the possible responsibility of the USA being largely ignored.

The most effective responses developed logical and sustained arguments, supported by appropriate factual evidence. Such answers demonstrated how Soviet culpability could be evidenced by the USSR's involvement in the invasion of South Korea, her support for North Vietnam and for 'liberation' movements in Africa, culminating in the creation of Marxist regimes (such as in Angola), together with Soviet activities in Cuba and, later, Afghanistan. Balance was achieved by providing evidence of the USA's activities in Latin America (for instance in Guatemala), the policies of containment and roll back, the domino theory and involvement in South-East Asia. Such responses were rare.

Question 4

To what extent was the outbreak of the Korean War due to the involvement of the USSR?

Candidates were required to display knowledge and understanding of the causes of the Korean War, and to deploy this in order to evaluate the relative significance of the USSR's involvement.

Whilst the majority of candidates displayed sound knowledge of the Korean War in general, most wrote about its development and outcomes rather than its '*outbreak*'. Most candidates were able to provide only

basic information regarding the causes of the war, and very few were acquainted with the recent evidence relating to the extent of Stalin's involvement. As a result, most responses were unfocused and did not address the specific requirements of the question.

The most effective responses stressed that this was essentially a civil war; both Syngman Rhee and Kim Il Sung seeking to gain control of a re-unified Korean peninsula. Whilst Soviet involvement in the war itself was not as direct as that of the USA and was confined to the provision of military equipment and advisers, Kim Il Sung's attack on South Korea only took place following his receipt of 'permission' from Stalin. Balance was maintained by referring to Acheson's speech on the US defence perimeter, which suggested that South Korea lay outside that area. This gave Stalin reason to believe that the USA would not become involved and, therefore, encouraged him to support Kim Il Sung's aggression. Such responses were rare.

Question 5

'Reagan was more responsible than Gorbachev for the end of the Cold War'. How far do you agree?

This popular question required candidates to display knowledge and understanding of the factors which led to the collapse of the Soviet Union and the end of the Cold War, and to deploy this in order to assess the relative significance of the roles played by the leaders of the two superpowers.

In general, this question produced better responses than any of the other questions in **Section B**. The majority of candidates were able to show sound knowledge of Gorbachev's reforms, although his motives for carrying them out and their impact within the Soviet Union were less well understood. Many responses were confined to very detailed descriptive accounts of Glasnost and Perestroika, with little or no focused evaluation beyond vague statements relating to the fact that Gorbachev was more willing to negotiate with the USA than his predecessors. Reagan's role was often less well known, a factor which caused many responses to become unbalanced. Whilst many candidates were able to show how Reagan viewed the Soviet Union as an 'evil empire' and ended détente by enhancing the US defence build-up from 1981 (particularly his support for SDI), relatively few were able to demonstrate the impact which these actions had on the USSR in general and the Cold War in particular.

The most effective responses were able to show how the various factors which led to the collapse of the Soviet Union and the ending of the Cold War were inter-connected. This helped to explain why Gorbachev felt it necessary to carry out reforms, by explaining them in the context of a stagnating Soviet economy made worse by Reagan's stepping-up of the arms race and his determination to hold out for major weapon concessions.

Question 6

'The attempts to prevent the proliferation of nuclear weapons were more successful than controlling nuclear weapons development.' How far do you agree with reference to the period from 1960 to 1985?

This question required candidates to display knowledge and understanding of the various attempts to prevent proliferation and control the development of nuclear weapons between 1960 and 1985, and to deploy this in comparative analysis in order to test the validity of the hypothesis.

The quality of responses varied enormously. However, with the exception of a few highly impressive answers, the vast majority tended to be entirely narrative in character, with very little focused analysis. Many candidates were clearly confused by the requirements of the question; their inability to differentiate between 'proliferation' and 'control' leading them to write in general terms without engaging in the comparative analysis required. Most candidates adopted a chronological approach, outlining the terms of various treaties with varying degrees of detail and accuracy, and confining their answers to the impact of these treaties on the USA and the USSR.

The most effective responses engaged in comparative analysis throughout. In doing so, they mentioned that the Non-Proliferation Treaty (1968) attempted to limit the number of states which possessed nuclear weapons and its success could be gauged by the fact that only the USA, USSR, PRC, France, UK and India had nuclear capability by 1985. However, its effectiveness was limited; other states, such as South Africa and Israel, had already established a secret nuclear capability and there was considerable inter-change of nuclear know-how, for example within NATO. Similarly, whilst attempts to control the development of nuclear weapons (such as SALT and START) experienced some success, they did little to prevent the deployment of SS20, Pershing II and Cruise or the USA's plans for SDI.

Question 7

Why was the international capitalist economy so successful before 1973 and in crisis for most of the period from 1973 to 1991?

This question required candidates to display knowledge and understanding of the international economy between 1945 and 1991, and to deploy this in order to establish why it was successful up to 1973 and in crisis thereafter.

A few candidates were clearly well-versed on this topic and were able to demonstrate how the international economy thrived in the period from 1945 to 1973 due to the Bretton Woods system, the stability of the US dollar and the fixed exchange rate system, the recovery of the German and Japanese economies and the recovery of the European economy as a result of the Marshall Plan. The instability of the dollar, the partial collapse of the Bretton Woods system, the growth of Third World debt, the decline of staple industries in the USA and EEC, the oil crises, the development of new economies (such as the Asian Tigers) and the onset of global depression between 1979 and 1983 were used as arguments to explain why the international economy fell into crisis in the second period.

However, the vast majority of responses to this question were poor. Many candidates clearly lacked the basic knowledge necessary in order to construct a logical, focused and convincing argument. In general, candidates seemed more knowledgeable about 1945 to 1973 than about the later period. A disappointingly large number of candidates were confused by the word 'capitalist', assuming that this was a question about the Cold War.

Question 8

To what extent was the decolonisation of Africa a success to 1991?

This question required candidates to display knowledge and understanding of the outcomes of the decolonisation of Africa, and to deploy this in order to reach a judgement regarding how successful it had been.

In general it was poorly answered. Many candidates interpreted the question as referring to the process of decolonisation and concluded that it was successful because it happened. Too many responses seemed to make the assumption that Africa is one single country, the whole of which responded in exactly the same way to decolonisation; such an approach inevitably led to sweeping generalisations and unsupported assertions.

Only a few candidates demonstrated both an understanding of the question's requirements and the detailed knowledge necessary to provide an appropriate and convincing argument. Such responses contrasted the relative lack of bloodshed associated with decolonisation in sub-Saharan Africa with the very violent situation in Algeria. Similarly, the creation of several stable states, such as Ghana and Tanzania, was contrasted with the Biafran War in Nigeria, the civil war in the former Belgian Congo or the political instability associated with rulers such as Bokassa in the Central African Republic or Amin in Uganda. The most effective responses also mentioned other problems, such as tribalism, corruption and poor economic management that are associated with many of the former African colonies of the European powers.

HISTORY

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Paper 32

General Comments

Whilst the overall standard of the scripts was satisfactory, the examination paper produced a wide range of responses in terms of quality. Examiners were encouraged to note that many candidates were able to sustain an excellent standard throughout all four of their responses, displaying clear evidence of their ability to make informed historical judgements. On the other hand, there were a number of scripts which displayed a marked lack of appropriate knowledge and understanding.

The compulsory Source-based question (**Section A: Question 1**) requires quite different skills from those needed for the essay questions in **Section B**, and it is desirable that this question be answered first. Those candidates who attempted **Question 1** as their second, third or final response generally did less well than those who addressed it first. Whilst the vast majority of candidates were able to find arguments to both support and challenge the hypothesis, relatively few were able to go beyond face value and interpret the Sources fully in their historical context.

In **Section B**, the most popular choice was **Question 2**, a relatively straightforward question on the causes of the Cold War, followed (in order of popularity) by **4** and then **3** (both relating to aspects of the globalisation of the Cold War), **5** (a specific question regarding the ending of the Cold War), **6** (on attempts to control the nuclear arms race), **7** (on the global economy) and **8** (on the developing world). Only a small minority of candidates attempted **Questions 7** or **8** and responses to these questions were invariably weak.

In general, responses to the essay questions were of higher quality than those for **Question 1**. The majority of candidates were able to display evidence of sound factual knowledge, but this was often deployed in a narrative or descriptive manner, without directly addressing the specific requirements of the question. The most successful candidates were able to use their knowledge and understanding to produce well-structured, clearly focused, balanced and analytical essays, often making effective use of appropriate quotations from specific historians or text books and supporting their points with well chosen detail.

Pleasingly, all candidates took note of the rubric instruction not to answer both **Question 3** and **Question 4**.

Comments on specific questions

Section A

Question 1

The United Nations and Namibian Independence

How far do Sources A-E support the view that Namibian independence was achieved because of the efforts of the United Nations?

This question required candidates to use the Sources as evidence to test the validity of the hypothesis. The vast majority of candidates were able to use the information contained within the Sources to construct a logical response to the question. Most stated that Source A was supportive of the UN's role in Namibian independence, showing how the Security Council was at last able to operate effectively. Source B was usually seen as challenging the hypothesis, since it contained heavy criticism of the way in which the UN handled the issue. Source C was interpreted as being supportive of the role played by the UN, despite the very difficult circumstances which it encountered, causing it to be '*one of the most demanding*' operations in which the UN had been involved. Most candidates felt that Source D provided a balanced view, claiming that Namibian independence was a '*triumph for the principles that are in the Charter of the United Nations*', but also praising the '*statesmanship and realism*' of the President of South Africa. Source E provoked mixed

responses, many candidates claiming that it confirmed the successful part played by the UN, while others claiming that success had only been possible because the superpowers had withdrawn from the region.

However, in order to achieve higher marks for this question, candidates were required to go beyond the face value interpretation of the Sources. It was necessary to analyse the Sources in their historical context, to evaluate their provenance and cross-refer between them. For example, the speech in Source A was delivered before Namibia had gained its independence and therefore is not able to comment on the role which the UN played in achieving it. Many candidates were able to deploy their own knowledge of improving superpower relations during the Gorbachev period of the late 1980s to explain why the Security Council was now able to work more effectively, cross-referencing Source A with Source E to substantiate this point. Moreover, many candidates pointed out that, since this was a speech by the UN Secretary-General on the auspicious occasion of receiving the Nobel Prize for UN Peacekeeping, it is scarcely likely to contain any defamatory remarks about the UN. Similarly, many candidates pointed out that while Source C is highly supportive of the hypothesis, it is from a UN publication which might have a vested interest in demonstrating the UN's successful role in Namibia; this might explain why it makes no reference to the negative views of the Non-aligned countries (Source B), nor to the significance of changing superpower relationships (Sources A and E) nor the role played by the President of South Africa (Source D).

Only a very small minority of candidates achieved Level 6, the top level of performance for **Question 1**. They did this by stating, usually in the final paragraph, that the quality of evidence either for or against the hypothesis was stronger on one side of the argument. This was achieved by evaluating the evidence (beyond face value) on both sides of the argument and then explaining how and why the quality of evidence differed. Alternatively, after offering an effective evaluation of the Sources, candidates were able to use the argument presented to suggest a change in the hypothesis. Generally, this took the form of stating that changing circumstances in international politics were the key to the successful attainment of Namibian independence, since this explains why it took from 1978 (UN Resolution 435, as mentioned in Source E) until 1989 for its achievement.

Section B

Question 2

'Without Stalin's aggressive policies the Cold War in Europe would have never occurred.' Assess this view.

This question required candidates to display knowledge and understanding of the causes of the Cold War in Europe, and to assess the relative significance of Stalin's role.

The vast majority of candidates displayed sound knowledge of events in Europe following the end of the Second World War, and most recognised that the hypothesis reflects the traditional or orthodox view of the outbreak and early development of the Cold War up to 1949. Many noted that the post post-revisionist viewpoint, which has developed due to the recent availability of new sources, also supports the hypothesis in the question. Most candidates were able to provide appropriate examples of Stalin's aggressive policies such as his attitude at the Yalta and Potsdam conferences, the Soviet takeover of Eastern Europe and the Berlin Blockade crisis of 1948-9. Disappointingly, having produced evidence to support the view that the Cold War would not have occurred had it not been for these policies, a large number of candidates failed to see the need to achieve balance by analysing other interpretations of events. More effective responses also explored the revisionist view that the USA was primarily responsible for the onset of the Cold War due to its desire to exploit a market place in Europe ('dollar imperialism') and to Truman's aggressively anti-communist actions such as the Truman Doctrine, Marshall Plan and possible ulterior motives for deploying the atom bomb in Japan). Similarly, many candidates mentioned the post-revisionist argument that the Cold War was caused by the misinterpretation of motives by both the USA and the USSR.

Candidates who wrote in general terms about the historical debate surrounding the causes and early development of the Cold War, without constructing a balanced argument focused on the specific needs of the question, did not score highly. The most effective responses contained relevant analysis, supported by precise, accurate and detailed examples.

Question 3

Assess the view that the US policy of containment was far more successful than other US policies in dealing with the communist threat in the years 1950 to 1980.

This question required knowledge and understanding of the various policies which the USA deployed in order to deal with the perceived communist threat between 1950 and 1980, together with the ability to engage in comparative analysis in order to evaluate whether, and to what extent, containment was more successful than the other strategies.

While there were a few very impressive responses to this question, the vast majority tended to be significantly unbalanced. Although many candidates were able to demonstrate a reasonable degree of understanding of what containment was trying to achieve and were able to give wide-ranging examples of its successes and failures, very few were able to compare and contrast its effectiveness with that of other policies, such as roll back and détente. Most responses tended to evaluate how successful containment was, rather than comparing its degree of success with that of other policies. Many candidates were unable to differentiate effectively between the various strategies, most commonly confusing containment and roll back. For example, many responses claimed that containment failed in Korea because the USA was unable to take control of North Korea and her troops were forced back to the 38th parallel.

As a result a large number of candidates underachieved in this question despite being able to display considerable knowledge of US involvement in many areas of the world (South-East Asia, Africa, Latin America and the Middle East) and throughout the entire period from 1950 to 1980.

Question 4

How far was the Korean War a success for the USA?

This popular and often well answered question required candidates to display knowledge and understanding of the USA's involvement in the Korean War and to deploy this in order to provide a reasoned and focused response.

The vast majority of candidates demonstrated sound knowledge of the Korean War and the role which the USA played within it. Weaker responses tended to offer heavily descriptive accounts of the war, with little reference to the actual question. More effective answers were highly analytical regarding American successes and failures, supporting points with solid factual evidence and sustaining a reasoned argument throughout. The best responses realised the importance of establishing American motives, especially in view of Acheson's announcement that the Korean peninsula was outside the US defence perimeter, as a means of deciding criteria upon which to develop a relevant argument. In general, candidates concluded that the USA was successful in containing communism, keeping South Korea from collapse, re-gaining some initiative following the fall of China to communism and enlisting the support of the United Nations. Balance was maintained by showing how the strategy of roll back failed to secure North Korea and that the USA was now fully committed to the military defence of South East Asia, a factor which was subsequently to lead to the USA's disastrous experience in Vietnam.

Question 5

To what extent was the end of communist rule in Eastern Europe in 1989 the result of the policies and actions of Gorbachev?

This popular question required candidates to display knowledge and understanding of the collapse of communism in Eastern Europe, and to evaluate the relative importance of Gorbachev's reforms as a causal factor.

Responses to this question varied greatly in terms of quality. The weakest answers tended to concentrate exclusively on providing narrative accounts of Gorbachev's reforms of Glasnost and Perestroika, in varying degrees of detail and accuracy, with no reference to their impact on Eastern Europe. Many candidates showed how Gorbachev's reforms led to political opposition and the August Coup of 1991, thus leading to the collapse of the Soviet Union itself. However, the specific issue of Eastern Europe was often ignored. More effective responses showed how the reforms failed to reverse the economic decline of the USSR and demonstrated the impact which this, together with Gorbachev's decision to abandon the Brezhnev Doctrine, had on Eastern Europe. The very best responses achieved a well-focused balance by placing Gorbachev's actions in full context and demonstrating the inter-connections between the factors which led to the collapse

of communism in Eastern Europe. Factors discussed included American pressure on the USSR to end the arms race, the development of nationalism and separatism throughout the Soviet Union, the communist regimes in Eastern Europe, the role of Solidarity, the actions of the Hungarian government in opening its borders with Austria and the actions of the East German government following the deposition of Honecker.

The vast majority of candidates were extremely knowledgeable on the factors leading to the collapse of the Soviet Union and especially the policies adopted by Gorbachev. However, relatively few were able to display genuine understanding of Gorbachev's motives in carrying out these policies or their specific impact on Eastern Europe.

Question 6

Assess the view that attempts to control the proliferation and development of nuclear weapons were a failure in the years 1949 to 1980.

A detailed knowledge and understanding of the various attempts to control the proliferation and development of nuclear weapons over a prolonged period of time was required and it was necessary to reach a conclusion regarding the success or failure of these attempts. The quality of responses varied enormously. However, with the exception of a few highly impressive answers, the vast majority tended to be entirely descriptive in character, with very little focused analysis.

Most candidates adopted a chronological approach, outlining the terms of treaties with varying degrees of detail and accuracy. Many candidates displayed considerable confusion over the details of the various treaties and talks, whilst most interpreted the question as referring exclusively to the arms race between the USA and the USSR rather than offering a more general appraisal. Very few outlined the aims and objectives of negotiations and treaties, a vital pre-requisite in any attempt to establish whether or not they were successful, leading to numerous unsupported assertions, such as '*the Non-Proliferation Treaty of 1968 was a failure*'. A large number of candidates spent too long outlining the terms of the START talks, ignoring the fact that these talks took place outside the time frame established in the question.

The best answers were more carefully focused on the requirements of the question and displayed the ability to analyse the impact of various attempts to control the proliferation and development of nuclear weapons.

Question 7

To what extent did the USA dominate the global economy in the years 1945 to 1991?

This question required candidates to display knowledge and understanding of the global economy between 1945 and 1991, and to evaluate the relative importance of the role played by the USA within it.

Most of the small number of responses displayed only a limited knowledge and understanding of the global economy. Answers were characterised by the presence of many unsupported assertions. Only a very few responses were able to show that the USA was the dominant economy throughout the period, but that its dominance was adversely affected after the 1970s due to the collapse of the Bretton Woods system, the oil crises, the recovery of Germany and Japan and the rise of the Asian Tigers.

Question 8

Assess the view that international aid for the developing world created more problems than it solved in the years 1950 to 1991.

This question required candidates to display knowledge and understanding of the types of international aid provided to the developing world, together with an analysis of the impact of this aid.

Virtually all responses (and there were few) were characterised by confusion regarding the scope and requirements of the question. There was considerable misunderstanding of what the 'developing world' entails and very few candidates were able to show how many types of international aid merely maintained 'developing world' economic dependency on western economies. Many generalised statements were made regarding the misuse of international aid due to corruption, but no specific examples were given to substantiate the points made. Similarly, while some mention was made regarding the beneficial effects of aid from Non Government Organisations, no specific examples were forthcoming.

HISTORY

Paper 9697/04

Paper 4

General Comments

Most candidates addressed their chosen questions with careful attention to the tasks specified. They were able to demonstrate a grasp of the syllabus by choosing examples from West, Central and East Africa although some candidates began or finished an answer outside the dating of the paper (1855-1914) and a few candidates were unable to place dates in the correct century.

There were still some candidates whose economical use of paper left no margins for examiners to record marks or annotations and some who failed to identify the number of the question chosen at the start of their answer. All candidates managed their time well, realising how damaging a brief last question could be to their final grade.

The most popular Questions were 5, 8 and 9. The least popular Questions were 4, 6 and 10.

Generally candidates did not use the work of historians effectively. Merely adding the names of scholars to basic facts is not advised. However the use of scholars' opinions to develop an argument can be impressive. Candidates should be aware that it is rarely mark worthy to write a conclusion which simply summarises what they have already written, while a concluding paragraph which evaluates the weight of arguments used and reaches a judgment can benefit an answer considerably. Candidates who are able to distinguish between long-term and immediate causes or effects, show linkage between factors and rank significance when referring to results will always be duly rewarded.

Comments on Specific Questions

Question 1

What lasting effects did the slave trade have upon the states and people of West Africa? How far did the transition to legitimate trade affect the economic and social development of that region?

Some candidates did not focus sharply enough on 'lasting effects' in the first part of their answer and some confused 'abolition of slave trade' with 'transition to legitimate trade'. Many candidates were able to distinguish between 'social' and 'economic' effects, which was commendable.

Question 2

Explain why Seyyid Said moved his capital from Oman to Zanzibar. What were the nature and extent of Arab influences upon East Africa following this move?

Many candidates did not give enough specific detail in their answers, especially to support their analysis in the second part of the question. Some candidates were not aware that there were Arab traders on the East African coast before Seyyid Said arrived and that he took over existing trade. This was the catalyst for a significant expansion of Arab influence, both along the coast and into the interior, and these features should have been the focus of most of the essay. Few candidates distinguished between positive and negative influences, or short and longer-term ones.

Question 3

What factors favoured the growth of Islam and Christianity during this period? Explain the emergence of 'independent' African churches.

Few candidates scored highly on all three elements of this question. Some linked Islam and Christianity together when the factors should have been clearly distinguished. Some omitted one or the other. Few analysed the reasons why independent African churches emerged, preferring to give a descriptive account of the churches instead.

Question 4

Should the work of David Livingstone be regarded as the remarkable achievements of a determined explorer and missionary or as the basis for the colonial exploitation which followed in East and Central Africa?

The candidates who selected this question produced very vague general assessments.

Question 5

How and why did Menelik establish and maintain his position in Ethiopia? Was his success due more to his own skills and abilities or to external factors?

This question was the most popular but candidates often failed to select appropriate material and many adapted past essays; some comparing Menelik with previous rulers, others including a comparison with Samori (neither of which were relevant). The question contained clear guidance on what was required, breaking the first section down into 'establish' and 'maintain'. The second section was split between 'skills and abilities' and 'external factors' and although most addressed the former, few candidates achieved a balance by also assessing 'external factors' and reaching a judgement. Some interpreted 'external factors' as contact with foreigners (which was worthy of some credit), but what was required was an assessment of factors outside Menelik's own personality, skills or abilities. The incompetence of others, the asset of having good military commanders, the mountainous terrain and the inheritance from his predecessors were all relevant. Interpreted in this way, candidates could have found much to write about and achieve the required balance.

Question 6

Compare and contrast the achievements of Lewanika and Prempeh I in maintaining the essential interests of, respectively, the Lozi and Ashanti nations.

Words such as 'compare', 'contrast', 'achievements' and 'essential interests' should have been identified by candidates as the key elements of the question and they should have structured their responses to deal with each of these features. Candidates who chose this question rarely achieved a balanced treatment of both leaders. Most responses dealt with similarities, ignoring the hint in the question to 'contrast'.

Question 7

Within this period, did West Africans benefit more from the French system of Assimilation and Association than from the British system of Indirect Rule?

This was a popular question which caused unexpected problems. Most candidates understood Assimilation and wrote about its benefits. However, they lost marks by linking it with Association each time they referred to it, showing no understanding of sequential factors – the French moved on to Association and practised it in quite different geographical areas from the 4 communes of Senegal. Association should have been given separate treatment and also seen as different from the British system of Indirect Rule. Similarities and differences between all three systems should have been evaluated. Candidates' responses tended to be along the lines that because it brought privileges and treated Africans as equal to Frenchmen Assimilation was therefore very good; Indirect Rule on the other hand only used chiefs, ignored ordinary people and did not bring education, infrastructure or equality with British administrators and was therefore bad. Unless candidates were able to see both negative and positive features of each system they did not score highly.

Question 8

Were the Ndebele-Shona Wars of 1896-97 the result of local administrative and natural problems or did they reflect a wider resistance to the colonial exploitation of Central Africa?

Many candidates could explain the grievances of both Ndebele and Shona, although sometimes they did not distinguish which was which. The problem arose when 'local administrative' was dealt with and there was some confusion in writing about white settler problems and the whole issue of 'colonial exploitation'. Those candidates who could see something of the wider perspective, for instance how Ndebele and Shona joined together in inter-ethnic rebellion, how local religious leaders incited resistance to colonial oppression and that the presence of British officials was increasingly onerous, scored high marks. Those who could go on to evaluate whether the grievances against the British South Africa Company were merely local quibbles over land, or part of a much wider potential resistance to colonialism in Rhodesia and Central Africa achieved the intended focus.

Question 9

What economic and political considerations led to 'the scramble for Africa'? Assess the results of this scramble for Africa.

This was a very popular choice. Many candidates gave a list of economic and then political causes, but few saw that the focus of the question was why the scramble for colonies happened immediately after 1884. The significant development from informal empires to colonial administrations, with all the intense activity this entailed, was not identified. General causes were credited but were not enough on their own. Better candidates saw the Berlin West Africa Conference as a significant division between informal and formal empires and were able to identify accelerants to the scramble, such as the activities of Leopold II of Belgium and de Brazza. To assess results candidates should have discussed the doctrine of 'effective occupation', as well offering an explanation of immediate and more long-term results.

Question 10

Explain, with examples from West Africa, how local educational and social organisations became a resource for nationalism.

There were a few excellent responses to this question. Candidates who were able to write confidently about emergent nationalism and the educated elite in West Africa around 1900 scored high marks.

HISTORY

Paper 9697/05

Paper 5

GENERAL COMMENTS

All rubric requirements were complied with and few candidates failed to answer four questions. It was clear that candidates had been well prepared by their teachers. The general standard was sound and examiners were pleased to see some excellent scripts. The characteristic these shared was that they addressed the question rather than the topic and put forward reasoned arguments, backed up by high quality supporting evidence. However, descriptive and narrative answers were still too common and these failed to address the questions directly, relying on imparting information on the topics and confining any analytical comment to introductory and concluding remarks. A number of candidates did not address **Question 1** first. This is a risky strategy as this question involves different techniques from the essay questions in **Section B**. There is a substantial quantity of material to read before an answer can be started and if tackled later in the paper, time constraints may be present.

COMMENTS ON SPECIFIC QUESTIONS

Section A

Question 1

'John Brown was not a heroic martyr but an irresponsible criminal.' Using Sources A-E, discuss how far the evidence supports this assertion.

The majority of responses had little difficulty in attaining Level 3 by using the five Sources at face value and applying them to the stated hypothesis, both confirming and contradicting it. However, few candidates went on to interpret the Sources in their historical context. Many candidates drew attention to the fact that Source A was from a newspaper in Richmond, Virginia which was later to be the capital of the Confederacy and that Source C was from a border state which had slavery but which remained loyal to the Union. Source B, however, was not seen in context or closely examined. Very few candidates considered the purpose of the raid (to incite a slave rebellion in Harper's Ferry) and linked this to the question. Candidates overlooked the facts that no slaves joined Brown's band of twenty men and that the first person killed by the raiders was actually a slave. This makes Brown's stated intention *'to incite slaves to rebellion or to make insurrection'* very much special pleading. Few candidates seemed aware that Wendell Phillips (Source D) was an extreme abolitionist whose views were by no means typical of Northern opinion. The claim that Brown stooped to kiss a Negro child on his way to the scaffold is pure imagination on Phillip's part. Most candidates recognised that Source E was the most objective, with Sources A to D being stated very much in the heat of the moment. Discussion of the hypothesis was unconvincing and sometimes illogical. Few candidates examined what was meant by *'irresponsible'*. The reaction to the raid in both North and South made secession much more likely and this point is clearly made at the end of Source E. A number of excellent responses were able to attain Level 6 by arguing the case for a revised hypothesis. Brown was clearly a martyr and a very brave man, being prepared to sacrifice his own life for his ideals, but this did not necessarily confer on him heroic status.

Section B

Question 2

What caused America's rapid territorial expansion in the 1840s?

The most common approach to this popular question was to provide a straightforward narrative with the issue of causation often overlooked. The biggest single factor in expansion was the Mexican War, which resulted in the United States becoming a transcontinental power and gaining a vast quantity of territory. The question of why the US went to war was frequently ignored. The doctrine of Manifest Destiny was correctly discussed as a key factor but needed deeper exploration as it can be interpreted either as an idealistic movement or a cloak for imperialism. Most answers dealt with the Mormon trek and some with the Oregon question. President Polk was correctly identified as an important factor in expansionist policies. A surprising number of responses failed to mention railroad development, although this was a secondary, rather than a primary factor. Turner's frontier thesis was discussed by some, as was the lure of cheap land for new settlers.

Question 3

To what extent was Reconstruction a failure?

This proved to be a very popular question and the overwhelming majority of answers correctly concluded that Reconstruction was at best only partially successful. Slavery was abolished and the 13th, 14th and 15th Constitutional Amendments gave the same legal footing for the freed slaves as whites, in theory at least. Better answers pointed out that Reconstruction had two different aims, reintegrating seceded states and eradicating the slave culture, which were not always compatible. However the land question, which was of crucial importance, was evaded. One clear failure of Reconstruction was in doing nothing to conciliate the vast majority of impoverished white men who had never owned slaves and who had suffered terribly during the Civil War. The role of President Johnson was not handled well, few pointing out how precarious his position as a Southern Democrat with no electoral legitimacy was. He had little interest in the welfare of African-Americans, aside from the abolition of slavery and there was constant deadlock between the President, who favoured a soft policy towards the Rebels, and the Radical Republicans who dominated Congress and who favoured a hard line. The fact that it was in the electoral interest of the Republicans to prevent the restoration of democratic voting rights in the former rebel States was overlooked by most candidates. Better answers were aware that the 1877 Compromise meant the effective end of Reconstruction; the North lost interest in the Southern blacks and the Southern States were free to deny them basic civil rights.

Question 4

Why did organised labour have so little impact on American society from 1865 to 1917?

This question was addressed by very few candidates. The Knights of Labor and the American Federation of Labor, which were the main labour organisations, were ignored and answers were characterised by generalisation.

Question 5

Examine the reasons for the civil rights of Native Americans being largely overlooked for most of the period 1895-1968.

Answers correctly identified the main factors which made effective political action difficult for Native Americans; their geographical isolation, the lack of unity between the different nations and their small number in relation to the total population of the US. Their political influence was slight and it was only in 1924 that all Native Americans became US citizens. Few responses pointed out that their aspirations were quite different from those of African-Americans. Native Americans generally wanted to retain their traditional way of life and also the return of their land. Better scripts pointed out their failure to produce effective political leaders, although none explored why this was the case. Most answers focused heavily on African-American aspirations which occupied the centre of the political stage in the struggle for civil rights but which was only marginally relevant to this question. Successful legal battles were overlooked, although better answers discussed the American Indian movement.

Question 6

Which groups benefited most from the New Deal and which the least?

A positive start to this question would have been to provide an outline of the aims and intentions of the New Deal. It is best characterised as a highly interventionist series of programmes by the Federal Government to kick start the US economy into recovery from the Great Depression, covering the period from 1933 to 1940. The measures taken had no coherent and consistent underlying philosophy and were often contradictory and improvised. Candidates seemed ill at ease in confronting this question and attempting to draw up a balance sheet of those who gained and those who lost would have been a help in planning a response. Those who benefitted most were the unemployed, although 19% of the work force was still out of work by 1937, the labour unions whose membership and legal status increased greatly, the banking system which was rescued from oblivion and poor farmers threatened with foreclosure. One of the biggest beneficiaries was the Democratic Party, becoming the dominant force in the US Government and with FDR gaining control of the Supreme Court. The losers included the upper middle classes who paid high levels of tax. African-Americans and women were largely neglected by legislation. It is debatable whether the New Deal rescued the American economy and way of life and it has often been suggested that the start of war in Europe in 1939 led to recovery. Disappointingly few candidates considered this controversy.

Question 7

Discuss the view that the Spanish-American War marked the emergence of the United States as a world power.

Answers relied heavily on description and narrative, rather than on analysis and explanation. The term '*world power*' is not self-evident and should have been clarified at the outset. As a result of the Spanish-American War, a short and unequal conflict, the US acquired new possessions and territories such as Puerto Rico, Guam, the Philippines and Cuba, which in effect became a client state. The concept of '*emergence*' was not really explored. The 1898 war was the first one between the US and a European power since the War of 1812. According to Secretary of State, Hay it was a '*splendid little war*' and its decisive result signalled that America's importance in world affairs had increased greatly. Most scripts drew attention to Theodore Roosevelt's mediation in the Russian-Japanese war of 1905. Many answers argued that it was the First World War which marked US emergence as a world power but did not prove their case. A minority of candidates noted that by 1900 America had become the largest industrial economy in the world hence it was inevitable that the United States would play a more active part in world affairs.

Question 8

Analyse the reasons for the dramatic change in social attitudes and lifestyles that occurred in America in the 1960s.

Responses were characterised by a lack of clear understanding. Two quite different factors should have been considered; first, what were the dramatic changes in lifestyles in the 1960s and secondly, what were the reasons for these changes? The first aspect was handled indifferently with emphasis on civil rights to the exclusion of all else. It was clear that the 1950s had been a conservative decade in all respects, whereas the lifestyles of young people in the 1960s were quite different. A good example that was overlooked was that draft dodging was unheard of in the Korean War, but became quite commonplace during the military involvement in Vietnam. The reasons for such changes were neglected, which meant that responses could earn at most Band D. Reasons for the changes include the long economic boom from 1945 onwards which had brought much greater prosperity, the huge expansion of higher education, the television coverage of the Vietnam War, identification with the Civil Rights struggle and developments such as the contraceptive pill. The new wave of popular culture, particularly in music, played a part in all of the above and was symptomatic of the changes which were taking place.