

MARK SCHEME for the October/November 2007 question paper

9697 HISTORY

9697/03

Paper 3, maximum raw mark 100

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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

CIE is publishing the mark schemes for the October/November 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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General Marking Instructions

1 The Assessment Objectives

The Assessment Objectives are as follows:

- (a) the ability to make effective use of relevant factual knowledge to demonstrate the understanding of an historical period or periods in outline and of particular topics in depth;
- (b) the ability to distinguish and assess different approaches to, interpretations of, and opinions about the past;
- (c) the ability to express awareness of change and continuity in the past;
- (d) the ability to present a clear, concise, logical and relevant argument.

It is possible that evidence of attainment in any one of the Assessment Objectives may be demonstrated in an answer to an essay question. However, no attempt is made to allocate marks in essay questions to individual Assessment Objectives.

2 General Guide to the Assessment of Scripts and the Establishment of Standards

Each answer should be marked bearing in mind the Assessment Objectives stated above and the following basic criteria:

- (a) the relevance, accuracy and quantity of factual knowledge;
- (b) effectiveness of presentation: the ability to communicate arguments and knowledge in a clear, orderly fashion with maximum relevance to the question set. Examiners with scripts which may be in the candidate's second language must be particularly vigilant against penalising candidates over and above a self-imposed penalty;
- (c) evidence of the exercise of informed historical judgement and of the awareness of historical context.

It is not intended that examiners should attempt to isolate these qualities and reward them separately because they are inter-related. Their proper application will mean, for example, that long answers crammed with detailed knowledge will not be rewarded highly if the knowledge is not effectively applied and the answers show a lack of historical judgement. Conversely a convincingly argued, highly relevant and perceptive answer may be well rewarded although based on less overtly expressed knowledge.

All essay answers should be marked in such a way that the final mark awarded is a true reflection of attainment in the Assessment Objectives. Different answers awarded identical or similar marks may display very different combinations of qualities and marking therefore should be responsive enough to reward answers which demonstrate different combinations of argument and historical knowledge. However, in almost all cases, the generic mark bands and the question-specific mark scheme will provide guidance to examiners on the appropriate marks to be awarded.

3 Assessment of Document-Based Questions

Guidance on the assessment of the Document-based questions is given separately in this Mark Scheme.

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4 Generic Mark Bands for Essay Questions

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

In bands of 3 or 4 marks, examiners will normally award the middle mark/one of the middle marks, moderating it up or down according to the particular qualities of the answer. In bands of 2 marks, examiners should award the lower mark if an answer just deserves the band and the higher mark if the answer clearly deserves the band.

Band	Marks	Levels of Response
1	21–25	The approach will be consistently analytical or explanatory rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by very appropriate factual material and ideas. The writing will be accurate. At the lower end of the band, there may be some weaker sections but the overall quality will show that the candidate is in control of the argument. The best answers must be awarded 25 marks.
2	18–20	Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that a good solid answer has been provided.
3	16–17	Essays will reflect a clear understanding of the question and a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation but there may be some heavily descriptive or narrative passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance and depth in factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence.
4	14–15	Essays will indicate attempts to argue relevantly although often implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions and conclusions. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be more organised more effectively.
5	11–13	Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the requirements of the question. The approach will lack analysis and the quality of the description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the answer will be unbalanced.
6	8–10	Essays will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries that lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question.
7	0–7	Essays will be characterised by significant irrelevance or arguments that do not begin to make significant points. The answers may be largely fragmentary and incoherent. Marks at the bottom of this Band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points.

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5 Question-Specific Mark Schemes for Individual Answers

The notes on individual answers are not intended to give a 'correct' or complete answer. They are, rather, suggestions of what to look for and how to deal with different interpretations. Where appropriate, suggestions are made about mark levels for the different approaches that are foreseen and in some cases limits are proposed for particular approaches to an answer. The most important principle for examiners is the application of the generic mark bands.

6 Assessing Notes and Incomplete Answers

Every answer must be marked individually and without reference to the others, with one possible and infrequent exception. Where three questions have been answered fully and well (perhaps at too great length), an incomplete answer may be marked a little generously at the discretion of the examiner, where it is considered that there is evidence in the incomplete answer that the candidate would normally have completed a more successful argument. A maximum allowance of +2 is envisaged.

Throughout the mark bands, answers that are very largely in essay form but which are completed by notes (that is, more than a few final notes to an otherwise complete answer) may be awarded marks in one band lower than that normally awarded.

Purely note form answers which show sound relevance, structure, understanding and sufficient knowledge can be awarded marks up to 9.

Purely note form answers which show relevance and basic understanding and knowledge can be awarded marks up to 6.

7 Positive Marking

Examiners should be positive in awarding marks for what is written without being influenced too much by omissions. The marks should represent what the candidates have accomplished and even the most successful answers may have omissions which could have been rectified if the candidates had been allowed a longer period of time. Examiners must not 'penalise', i.e. subtract marks from what answers are otherwise worth. Candidates penalise themselves by failing to gain marks, e.g. for accuracy and relevance. However, the question-specific mark scheme gives guidance on significant omissions, which affect the quality of the response to the question, and to which ceilings should therefore be applied.

8 Use of the Mark Range

It is important to spread the range of marks to avoid bunching the candidates and to ensure that scripts are ranked in order of merit. This is not an invitation either to be generous at the top or to undermark at the bottom but is a reminder that all of the mark bands are available, to be used appropriately.

It is important to be consistent across the whole range of marking. Examiners are reminded that totals in the 37–41 range are significant because it includes many candidates. It is also very important to be accurate in the assessment of weak scripts because grades are awarded on aggregate marks and candidates may be more successful in their other papers.

When things go wrong, it is usually for one of two reasons: either an examiner may play safe and bunch marks around the middle, or an undue severity may creep in because examiners look for omissions and errors rather than rewarding what has been written.

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9 Marking Scripts

It is important that significant errors are crossed out.

A wavy line in the margin is the usual sign for irrelevance; an omission sign is used for what is considered to be a major omission. 'Rep' written in the margin indicates repetition.

Ticks should be used to indicate sound points or knowledge and double ticks for a point particularly well made.

A comment at the end should draw attention to the good and bad qualities of the answer.

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10 Rubric Infringements

If a candidate answers more than the specified four questions, all must be marked. The four highest marks should be awarded and included in the total for the script. The marks of any other answers should be reduced to 0 and a clear note of explanation made at the end of the prohibited answer and on the first page.

Candidates may not answer four essay questions. If they answer four essay questions and do not answer the source-based question, the three highest essay marks should be awarded and included in the total for the script. A mark of 0 should be awarded to the missing source-based question.

It is not a rubric infringement to fail to answer sufficient questions but it is helpful to write an explanatory note on the first page of incomplete scripts.

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Section A

1 Source-based question – The UN Convention on the Law of the Sea (UNCLOS), 1982

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

These answers will write about UNCLOS and might use the sources. However candidates will not use the sources as information/evidence to test the given hypothesis. If sources are used, it will be to support an essay-style answer to the question.

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

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

EITHER ‘...I think UNCLOS was not pointless or ineffective. Source A states that UNCLOS identified an appropriate balance between the US’s position as a maritime power and as a coastal power. Also Source B states that UNCLOS was ‘vital to all who use the seas’. Or in Source C it states that UNCLOS establishes a comprehensive set of rules governing the uses of the world’s oceans.’

OR ‘I think UNCLOS was not effective because, as stated in source D, it was regarded as a bad idea, and E states UNCLOS would lead to higher taxes for US and the transfer of technology from advanced economies to developing countries.’

L3 USES INFORMATION TAKEN FROM SOURCES TO CHALLENGE **AND** SUPPORT THE HYPOTHESIS [9–13]

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

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

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

EITHER ‘I think it is true that UNCLOS was pointless and ineffective because several leading Americans in sources C, D and E claim, for various reasons that UNCLOS would be harmful.’

OR ‘I think that UNCLOS was beneficial because Source A is written by a member of the US government, and Source B is written by an American academic who might seek to state an objective view. Source C supports the value of UNCLOS and is written by a member of the US Congress.’

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L5 BY INTERPRETING/EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE *AND* SUPPORT THE HYPOTHESIS

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

e.g. (first L4 example *PLUS* the following): 'However, using my own knowledge I know that UNCLOS was beneficial to US interests.'

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

For (a) the argument must be that the evidence for agreeing/disagreeing is better/preferred. This must involve a comparative judgement, i.e. not just why some evidence is better, but also why other evidence is worse. They may include evidence from the sources, which are mentioned in L5 band descriptor to support and sustain the case offered.

For (b) include all L5 answers which use the evidence to **modify** the hypothesis (rather than simply seeking to support/contradict) in order to improve it, e.g. 'Following source evaluation, the evidence is finely balanced.'

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	Content	Analysis L2–3		EVALUATION	L4–5	
A	Contemporary view of a senior US Official	Highlights view that UNCLOS was both effective and appropriate	N	X Ref with B and C	Source defends UNCLOS from US government minister with direct responsibility for Oceans. Gives source added authority	
B	Secondary source offering academic view	Takes view that UNCLOS was clearly focused and essential convention	N	X ref with A and C Views limited to US sources, therefore may not be balanced global view	Academic view which offers objective information concerning value of UNCLOS. However states that UNCLOS unlikely to gain support due to clauses on deep-sea mining	Y/N
C	Secondary US source 22 years after the declaration.	Takes view that UNCLOS was both valuable and useful	N	X Ref with A and B. View of one person. 22 years after the convention introduced therefore more objective historical perspective	Sees UNCLOS as useful, in particular in political terms for international relations Doesn't raise issue of effectiveness.	Y/N
D	Secondary US source 23 years after declaration	Takes view that UNCLOS was badly conceived and a threat to US interest	Y	X ref with E. Both see UNCLOS as against US interests.	Criticises UNCLOS. However, sources aim is to influence US Congress. Raises issue of balance and reliability	Y
E	US conservative view, 23 years after declaration	Takes view that UNCLOS was un-American and left wing in conception	Y	X ref with D but both conservative US views	Very subjective content. Aim to persuade people to oppose UNCLOS. Uses exaggerated language	Y
	On balance assertion is supported					

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Section B

- 2 'The Cold War in Europe was caused by the superpowers' misjudgement misunderstanding of each other'. How far do you agree with this view?

Indicative Content

- Candidates will be expected to assess the factor which caused the outbreak of the Cold War in Europe after the Second World War. In doing so they may refer to the on-going historical debate on the issue. The assertion in the question should lead candidates to discuss the post-revisionist argument. However, in the development of their argument they may also discuss the traditional and revisionists views.
- The misjudgements and misunderstanding could include the West's failure to understand the USSR's desire for security in Eastern Europe. The USSR misjudged the motives behind the Marshall Plan and the creation of Bizonia. Both sides misjudged each other in the Berlin Blockade Crisis of 1948–9.
- To counter the assertion in the question candidates may refer to Soviet responsibility in eastern Europe in 1945–1948 and the US policy of containment from 1947.

- 3 'The USA and USSR did not globalise the Cold War, they simply were dragged unwillingly into regional conflict.' How far do you agree?

Indicative Content

- Candidates may put forward the view that between 1950 and 1980 a series of regional conflicts occurred which forced either or both the USA and USSR and China to take sides, thus linking the regional conflicts to a more global struggle.
- Candidates may cite Korea, 1950–1953; the Middle East throughout the period. Indo-China from 1954–1975; Cuba 1959–1962; Africa, in particular The Congo 1960–1965; Angola and Mozambique 1975–1980.
- Candidates may argue that each or some of the above were purely regional conflicts into which the superpowers became involved.
- They may also mention the world view of US policy in the 1950s and 1960s which accepted the domino theory and the fear of communist world domination. In the age of détente (1969–1979) candidates may argue that the two superpowers attempted to work together on occasion to limit regional conflict.

- 4 To what extent did the involvement of the USA and USSR make the Arab-Israeli conflicts more difficult to solve?

Indicative Content

- Candidates will be expected to assess the Arab-Israeli conflict within the context of the Cold War.
- They may argue that the failure to find a lasting agreement was due to the involvement of the two superpowers. The USA consistently supported and aided Israel, while the USSR began to aid Egypt and Syria from 1956 onwards. They may cite the 1967 and 1973 wars as clear examples of the two superpowers supporting the two antagonists.
- However, candidates may offer other factors such as the unwillingness of Arab states to recognise Israel, most notably Syria; the Palestinian problem and the Palestinian quest for self-determination; Lebanon.

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5 How far were Gorbachev's policies the cause of the collapse of the USSR?

Indicative Content

- Candidates will be expected to assess Gorbachev's policies, both domestic and foreign. In domestic policy they should assess Glasnost and Perestroika. The former helped undermine the central control of the CPSU while the latter failed to solve the economic ills of the Soviet economy. In foreign policy, the accommodation with the USA and the abandonment of the Brezhnev Doctrine led to a backlash by hardliners which resulted in the failed coup of August 1991.
- Candidates may counter this argument with reference to the long term ills of the Soviet economy. By the accession of Gorbachev matters had become so dire that his policies had little effect. They may also refer to the rise of national self-determination within Eastern Europe and within the USSR that led to the disintegration of Soviet authority, first within its sphere of influence and then within its own borders.

6 'The Non-Proliferation Treaty of 1968 was more important than the SALT treaties of the 1970s in controlling the growth of nuclear weapons.' How far do you agree?

Indicative Content

- Candidates will be expected to engage in comparative analysis. The Non-Proliferation Treaty of 1968 attempted to limit the spread of nuclear weapons outside the limited nuclear club. By 1991 the spread of nuclear weapons had been limited. Israel and South Africa had joined the nuclear club with Pakistan developing the capacity for nuclear weapons. France refused to sign the treaty.
- In comparison the SALT treaties limited the development of ABMs but did not halt the nuclear arms race. By 1991 intermediate nuclear systems had been developed by both sides such as the USSR SS 20 and the USA Pershing II and Cruise. Also, SALT II was never ratified by US Senate. However, as USSR and US had by far the largest nuclear arsenals it did limit the number of nuclear weapons compared to the Non-Proliferation Treaty.

7 To what extent were the oil crises of 1973 and 1979 the major problem facing the international economy during the 1970s?

Indicative Content

- Candidates will be expected to assess the Oil Crises of 1973 and 1979 which resulted in a major recession in the western developed world and saw the rise of oil producing countries associated with OPEC.
- Against the impact of the crises candidates may consider the collapse of the fixed exchange system with the Smithsonian Agreement of 1972; the abandonment of Keynesian demand-management economic policies by western countries and their replacement with monetarism as a response to rising unemployment and inflation (stagflation).
- The 1970s also saw the rapid development of Third World debt; it saw the growth and consolidation of the EEC; it saw the establishment of West Germany and Japan as major world economies.

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8 How significant was the Bandung Conference of 1955 to the non-aligned movement?

Indicative Content

- Candidates are expected to assess the reasons behind the development of the non-aligned movement in the post 1950 era and, in doing so assess the importance of the Bandung Conference. The Conference should be seen within the context of the Cold War and decolonisation. Following the end of the Korean War and the French War in Indo-China states such as Indonesia, Burma, India, Pakistan and Sri Lanka laid the foundation for an international organisation separate from the US dominated West and the Communist Bloc.
- The Conference was successful in creating a non-aligned movement which survived throughout the post-1955 period. It created the Third World as a separate entity from the two Cold War blocs.
- However, the non-aligned movement suffered from its own internal conflict. Examples are The Sino-Indian War of 1962, the Indo-Pakistan conflict and divisions between African and Asian states within the movement.