

# HISTORY

Paper 9697/01

Paper 1

## General comments

The general standard of the scripts was satisfactory and Examiners were impressed with the quality of some candidates who deserved very high marks. There were comparatively few extremely weak scripts from candidates who were completely unprepared for the examination but this report might help candidates who were disappointed by their results to understand why they might have done better. It also notes those features that characterised the best answers that might help Centres when advising future candidates.

The syllabus and the examination paper each comprise two sections and their questions demand different but complementary qualities. **Section A** includes one source-based question. Comments on candidates' performance and advice on how the question should have been tackled are given below. There was a choice of seven questions in **Section B**, from which candidates were required to answer three in essay form. As well as requiring the diverse knowledge that is appropriate for the different sections in the syllabus, essay questions have some similar characteristics. The most important quality that Examiners reward is relevance. Candidates need to answer the exact question that is asked and should not write generally about the section in the syllabus on which it is based. Higher marks were awarded when candidates selected from their knowledge those elements that could best be used to discuss the question. For example, **Question 2** was based on the section about the French Revolution and candidates needed to select what had been learned to discuss how far Napoleon Bonaparte ensured liberty and equality. Examiners cannot reward material that is not irrelevant, however well-informed it is. Having learned the material in a section, candidates might practise making plans to answer different questions that might be set on that section.

Secondly, Examiners look for the ability to combine arguments and knowledge. At this level, arguments are more important when awarding high marks. They show that problems and historical developments have been understood. But knowledge is important to avoid vagueness and prove arguments. For example, **Question 5** asked about the problems for Europeans in nineteenth-century imperialism. General points could be valid but needed to be supported by examples from European countries and overseas regions. Essay answers should be developed. The time available in the examination allows candidates to spend about 40-45 minutes on each answer in **Section B**. Some weak candidates wrote too briefly to frame coherent and developed answers. Their answers comprised a series of brief points which would have taken much less than 40-45 minutes to write. This advice does not mean that very long answers are automatically given high marks. Long answers can contain irrelevant material or repetition, but they do allow candidates to explain adequately the issues that they are discussing.

Most candidates found the time allowance sufficient; there were very few seriously incomplete scripts. A very small proportion answered fewer than four questions.

Essay answers are organised. They should begin with a brief introduction that indicates the most important points to be discussed and end with a short conclusion that summarises the argument. However, although all of the paragraphs should be relevant, it is unnecessary, indeed inadvisable, to repeat the question throughout the answer, for example in **Question 6**, 'Another reason why the First World War was so important was...Another reason why the First World War was so important was...Another reason why the First World War was so important was...'

The more successful candidates paid attention to the key words or phrases in question. For example, **Question 7** was as follows, with the key phrases underlined: 'The unpopularity of the Versailles settlement was the most important reason why Hitler gained power in 1933.' How far do you agree with this judgement?' Less successful candidates sometimes wrote generally about Hitler's rise but did not explain the importance of the Versailles settlement and did not explain the importance of reasons. The better candidates noted the key instructions in questions. **Questions 2** and **7** asked 'How far...?' The highly rewarded candidates examined the extent to which a claim was true, explained alternative explanations and came to a conclusion about which was more convincing. **Questions 3, 4** and **6** asked 'Why..?' Good

answers to such questions were analytical, explaining a series of reasons. Less creditable responses were limited to descriptions that lacked analysis.

Examiners were encouraged by the number of candidates who could demonstrate their skills and depth of their knowledge and understanding effectively, applying the points made above.

### **Comments on specific questions**

#### **Section A**

##### **Question 1**

Within the specified topic of The Origins of World War I, 1870-1914, the question was about the Sarajevo Crisis in 1914. Candidates were given five sources to consider when examining the hypothesis that 'Serbia was most to blame for the Sarajevo Crisis.' Most candidates dealt with the sources and the hypothesis satisfactorily and some answers were very commendable. Some weak candidates did not compare the extracts and even omitted to come to an overall judgement, merely pointing out different views.

Some agreed with the hypothesis, others disagreed. Candidates could interpret the sources using their content, their provenance (who wrote it?), their intention (why was it written?) and status (was it private writing or meant for publication?). This could be supplemented by candidates' own knowledge of the Sarajevo Crisis.

The most successful candidates grouped the sources, according to the extent to which they agreed or disagreed with the hypothesis. They made cross-references or comparisons. Good answers came to an overall judgement about the hypothesis. Weaker answers tended to deal sequentially with the extracts. (For example 'Source A agrees, Source B disagrees, Source C agrees, Source D disagrees, Source E agrees.') This made it more difficult for the reader to follow a cohesive argument.

Most of the answers were at least satisfactory and some candidates wrote very successfully. These went beyond basic paraphrases or summaries to comment on, and interpret, the extracts. They considered the sources in the context of the hypothesis about blame for the Sarajevo Crisis. Weaker candidates were sometimes confused about reliability and usefulness. Candidates can assume that all of the sources in any examination paper are useful - Examiners would never include sources that were irrelevant or not useful - although they might have different degrees of reliability.

Credit was given when candidates appreciated that Source A could be used to support or contradict the claim that Serbia was mostly responsible. It was reliable as the view of an extreme group that was immediately to blame for the assassination of the Archduke Franz Ferdinand. However, candidates were given credit when they pointed out that the group was a minority and might not have represented the opinions of the majority of Serbs. This needed to be substantiated by cross-references with other sources. Source C claimed that all Serbians were very anti-Austrian whilst the Serbian diplomat in Source E denied this.

Source B contained two views, that of the German Ambassador to Austria and that of the Kaiser. Better candidates noted the difference in tone, the former urging Austria to avoid harsh measures whilst the latter would prefer Austria to act immediately and vigorously against Serbia. Although they differ, each view can be regarded as reliable of opinions in Germany. Some Germans wished to defuse the Crisis whilst others saw it as an opportunity to solve immediately the problems with Serbia of Austria, Germany's ally. Many of the comments on Source C were creditable and some candidates used their own knowledge to support claims of long-standing animosities between Austria and Serbia. There were some effective comparisons of Source C and other extracts.

Source D would point to Austria as the main culprit in the turmoil that followed the Sarajevo assassination and there was a broad agreement with Source E. Some candidates made useful contrasts between these extracts and Source C, which claimed that Serbians, including political groups and an official newspaper, were guilty of promoting anti-Austrian feeling. They compared their reliability by referring to their own knowledge of developments in the Balkans before 1914.

**Section B****Question 2**

The key issue was the extent to which Napoleon Bonaparte ensured liberty and equality in his domestic government of France. Examiners were pleased with the general quality of the answers. Most of the candidates wrote relevantly. The few who went outside the terms of the question usually wrote too much about foreign policy without linking it to the key issue. Some candidates used the question as the basis of a comparison of Napoleon and previous rulers of France, for example arguing that he did more to promote liberty and equality than Louis XVI or that he did less than the radical leaders of the Revolution. This was an acceptable approach as long as the focus was on Napoleon. The most successful answers discussed the policies that might appear to have promoted liberty and equality and those that refuted the claim. They came to a clear conclusion about the balance of the argument. Many candidates were well informed about the provisions of Napoleon's Code and they also dealt with the Concordat. Some argued that the Code and the Concordat represented genuine attempts to safeguard liberty and equality whilst others argued that Napoleon's priority was to safeguard his own power and that concessions were mostly illusory. Both judgements were acceptable as long as they were supported by appropriate knowledge because historians themselves disagree. Some candidates needed to pay more attention to the structure of government under Napoleon. A few candidates deserved credit because they pointed out briefly that no European country in the early nineteenth century gave complete liberty and equality to its citizens and that Napoleon should be judged by the standards of his time. Some moderate candidates wrote acceptable descriptions of Napoleon's policies but considered the key issue itself very briefly, either in introductions or conclusions. This could not be given as high credit as the answers that focused throughout on the issues of liberty and equality.

**Question 3**

The key issue was the reasons why industrialisation had important political effects on Europe during the nineteenth century. The standard of the answers was variable because some candidates neglected to address the key issue and limited their answers to general accounts of the development of industrialisation. The more successful candidates concentrated on explaining and assessing the political impact and used examples from at least two of Britain, France and Germany to support their arguments. For example, they considered the links between industrialisation and the rising middle classes. These became more prosperous and were able to influence governments to adopt policies that favoured the bourgeoisie. In Britain, they gained the vote when the franchise was extended from 1832. Free trade policies became more favoured than protection, which was more of an advantage to agriculture and traditional industries. The urban working class became larger and there were arguments about the wisdom of giving the votes to its members but the franchise had become almost universal for men by the end of the nineteenth century. In France, the middle classes had a more difficult task to win political influence but, by the middle of the century, French governments were forced to recognise their importance. The political effects of the lower classes can be seen in successive revolutions in 1830 and 1848. Traditional groups such as the Junkers remained pre-eminent in Germany for most of the nineteenth century. However, Bismarck was forced to adopt social policies to avoid alienating the lower classes. Some candidates gained credit by examining the development and importance of new political ideas that reflected changes in industry, especially Socialism and Marxism. Less successful candidates recorded some of the main developments in the Industrial Revolution but were unsure about their impact.

**Question 4**

The key issue was a comparison of the success of Bismarck and the failure of the revolutionaries in 1848-49 in unifying Germany. The highest marks were awarded to answers that were reasonably balanced between the success of Bismarck and the failure of the earlier revolutionaries. Answers in the middle mark bands were sometimes convincing about Bismarck but lightweight when explaining the events of 1848-49 in Germany; their comparisons were therefore less effective. The least satisfactory answers usually described events during Bismarck's ministry to the unification of Germany but did not explain the reasons for his success and ignored earlier developments. Among relevant points that candidates considered were the political advantages that Bismarck enjoyed. He was supported (although not always enthusiastically) by William I whereas the earlier attitude of Frederick William IV was equivocal. Bismarck's authoritarian attitude and his willingness and ability to override objections in Prussia, for example from the Liberals, were a contrast to the divisions and uncertainties of 1848-49. He was able to use Prussia's strong economy and army (although some candidates mistakenly claimed that he himself developed the Zollverein and the Prussian army). The revolutionaries of 1848-49 had to deal with a comparatively strong Austria whereas Germany was able to outwit a declining Austria. As the minister of a universally-recognised monarchy,

Bismarck could use his considerable talent in diplomacy to win allies for Prussia and outwit the revolutionaries, whereas the earlier revolutionaries did not have that advantage.

### Question 5

The key issue was the problems facing Europeans in imperial expansion during the later nineteenth century. There were two elements in the best answers. First, they focused on the key issue of problems and secondly they included appropriate examples of problems. The extent of imperial expansion was wide and Examiners did not expect comprehensive examples but points in the arguments needed factual support. Candidates varied in the examples that they provided and this was acceptable. Some concentrated on Africa, others on Asia or the Pacific region; all were equally valid. Less worthwhile answers sometimes related the course of imperialism but paid little attention to the ensuing problems. Others made claims but these were vague because they were not substantiated by examples. Among the relevant problems that were discussed were the international tensions that arose from imperial rivalries. Although the first major international war that was partly caused by imperialism did not break out until 1914, earlier years saw crises that threatened peace, for example at Fashoda and Morocco. Another problem was that governments sometimes could not control developments in remote regions and were involved unwillingly in tensions that their nationals, but not the governments themselves, had created. There were economic problems. Some colonies never produced a profit but represented a loss for their colonial powers. Public opinion could cause problems, sometimes pushing politicians such as Bismarck further than they would wish to go in promoting overseas expansion and sometimes being critical when there were failures overseas. The overall standard of the answers was satisfactory.

### Question 6

The key issue was an analysis of the reasons for the importance of World War I in the downfall of the Romanov regime and the victory of the Bolsheviks. The question asked 'Why..?' and Examiners rewarded most highly the answers that provided a series of reasons, especially those that indicated which were the more important. Examiners were pleased to read some well-informed and relevant answers that were balanced between the impact of World War I on the Romanov regime and its contribution to the victory of the Bolsheviks. Moderate answers tended to be unbalanced, usually because they were heavily weighted towards the first part of the question, the fall of Nicholas II. Some candidates ended their answers with the February Revolution and assumed that the Bolsheviks then came to power. Their answers would have been improved if they had explained how and why continuing the war was an important factor in discrediting the Provisional Government and winning support for Lenin and the Bolsheviks. He was willing to take the bold step of supporting 'Peace', Russia's withdrawal from the war, as well as advocating the provision of 'Land' and 'Bread'. The failed campaigns of 1917 were a major reason for the downfall of Kerensky and the seizure of power by Lenin and his followers. Other factors, such as the Romanovs' inefficient administration, Nicholas II's personal inadequacies and the role of the soviets when the Provisional Government was in charge could then be put in context.

### Question 7

The key issue was the reasons why Hitler came to power in Germany, with a particular assessment of the Treaty of Versailles. In order to reach a satisfactory mark, candidates needed to demonstrate a basic understanding of the Treaty of Versailles and explain why it was resented by most Germans. This could then be supplemented by other reasons why Hitler came to power. The most successful candidates explained why some reasons for his rise were more important than others. The quality of most answers was sound. They explained the most important elements of the Versailles settlement, for example the 'War Guilt' clause, reparations, the disarmament of the military, the cession of some territories and the prohibition of Anschluss with Austria. Some candidates deserved high marks because they complemented their understanding of Versailles with good knowledge of the circumstances of Hitler's accession to power. Less successful candidates were sometimes vague about Versailles. Alternatively, others explained Hitler's rise very generally. A few candidates went beyond the terms of the question to describe his policies after he had gained power. The end-point in the question was 1933. For example, concentration camps and an aggressive foreign policy followed his accession although Hitler adopted anti-Semitic policies and promised more vigorous foreign policies before he achieved power.

**Question 8**

The key issue was the comparison of the policies in governing Russia of Nicholas II and Stalin (1929-1953). The standard of most answers was at least satisfactory and Examiners read some excellent comparisons of Nicholas II and Stalin. Examiners looked for answers that gave approximately equal attention to each. A few candidates wrote disappointing answers because they were knowledgeable about one but not about the other. Their essays lacked the comparative element that was important to the question. Some answers deserved high credit because they were wide-ranging. For example, they dealt with the men's leadership qualities, their aims, and the extent to which they used force. A few compared effectively their ideologies. It was relevant to discuss economic policies and some referred to their attitudes to religion. A few examined their foreign policies but this was not a major omission in answers that focused on domestic affairs.

# HISTORY

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Paper 9697/03

Paper 3

## General comments

The number of candidates showed a slight increase on last year. Overall, the performance was satisfactory. The vast majority of candidates attempted and completed the four questions required for the examination. Very few candidates contravened the rubric and answered both **Questions 3** and **4**. The examination paper produced a wide range of responses. The most successful candidates attempted **Question 1** first.

Those candidates who produced a short plan before answering tended to order their answers in a more logical coherent way. Some candidates underachieved because they did not always back up some excellent analytical points with detailed supporting factual knowledge. The most popular questions were, in order, **Question 2**, **Question 5** and **Question 3**. The least popular questions were **Questions 7** and **8**.

## Comments on specific questions

### **Section A**

#### **Question 1**

This question required candidates to study five sources on the respective roles of the General Assembly and the Security Council. Most candidates were able to note that Source A made direct references to the role of the General Assembly. These were made in paragraphs 1 and 2. In paragraph 2 it stated that the power of the General Assembly depended, at least in part, on the 'wisdom and judgement' of these decisions. However, in paragraph 3 it does state that, under the UN Charter, it was the Security Council which was given the main responsibility for maintaining peace. Several candidates referred to the provenance of the source. Many stated that as it was produced by the President of the UN General Assembly, that person might highlight the value of the General Assembly. Secondly, the source was written in March, 1946 which limited the source's value as evidence of the respective roles from 1946 onwards.

In assessing Source B, candidates noted that this source highlighted the importance of the role of the Security Council in maintaining international peace. However, it did state that the power of the Security Council was partly dependent on its use of the veto. Again, like Source A, many candidates referred to the provenance of the Source. The author being from a country which was not a permanent member of the Security Council and the fact it was written in 1946, limited its utility as a source.

In Source C candidates stated that the General Assembly did possess an important role in maintaining international peace. The source set out clearly how and when the General Assembly could use its powers. As it was a General Assembly Resolution of 1950 it possessed utility. Some candidates also used contextual information about the outbreak and early months of the Korean War to explain their answers.

In assessing Source D candidates mentioned that the General Assembly's role in maintaining international peace was linked directly with problems in the Security Council and the use, by that body, of its veto. It stated that the Uniting for Peace Resolution was used several times in the 1950s but makes no reference to the use of the Resolution after that date even though the source was written in 2003. Also, many candidates referred to the provenance of the source and stated that to gauge its usefulness it required cross-referencing with other source evidence.

Finally, in assessing Source E many candidates stated that this source criticised the Security Council's use of the veto and claimed that the Uniting for Peace Resolution gave the General Assembly power if it wished to use it. Also, like source D, many candidates referred to the provenance of the source as a way of assessing the relative value of the evidence compared to other sources.

Although many candidates were able to identify many, if not all the above points, several underachieved for the following reasons. Firstly, many candidates took the information provided in the sources at face value. An important skill tested by **Question 1** is the ability to assess the provenance of the sources as part of an analysis of the hypothesis in the question. Secondly, candidates could have improved the quality of their answers by cross-referencing information from several sources to develop an effective argument.

Those candidates who achieved high marks were able to refer to the provenance of the sources, cross-referenced information between sources and were able to provide contextual information. At the very highest level several candidates, having used the content and provenance of sources to develop an effective argument for and against the hypothesis, were able to point out that the quality and weight of argument was either for or against the view in the question. Also, at the highest level, having weighed up the evidence for or against the view, they were able to offer a modification of the hypothesis based on the analysis produced in their answers or were able to provide reasons why evidence on one side of the argument was deemed stronger. For instance, candidates mentioned that UN-based sources were deemed more useful than sources D and E. Conversely, some candidates noted that Sources D and E were more independent and had the benefit of hindsight compared to sources A and B which were written in 1946.

## **Section B**

### **Question 2**

**Consider the view that the USSR was more responsible than the USA for the outbreak and development of the Cold War in the period from 1945 to 1949.**

This question was the most popular on the examination paper. The assertion in the question suggested a link to the historical debate on the origins and development of the Cold War for the years 1945 to 1949. It referred to the traditional/orthodox and/or post post-revisionist views that placed emphasis on the role of the USSR for the Cold War. The majority of candidates made reference to the historical debate. However, many candidates underachieved because they did not always support their arguments with sound factual evidence.

In support of the assertion candidates mentioned the role of Stalin at Yalta and Potsdam where he was accused by the West of not honouring the promises he made, most notably, over Poland. They also mentioned the establishment of communist regimes across east and central Europe, in particular, the brutal creation of a communist regime in Czechoslovakia in 1948. Most candidates concentrated on the Soviet role in precipitating the Berlin Blockade Crisis of 1948-49.

However, the question also required balanced analysis where the role of the USSR was compared to that of the USA. In particular, candidates referred to the role of US President Harry S. Truman as a catalyst for US/Soviet tension. Candidates were able to note that Truman did not become president until April 1945 and had not participated in the Yalta negotiations of February 1945. Many referred to his brash and aggressive manner in meetings with the Soviets, in particular, his first meeting with Foreign Minister Molotov. They also referred to his threat of nuclear attack on the USSR over the Soviet occupation of northern Iran in 1946. Most candidates mentioned the Truman Doctrine and Marshall Plan as important contributory factors in starting the Cold War after 1945. Some candidates pointed out that Truman exaggerated the Soviet threat in Europe in order to force a Republican controlled US Congress to grant aid under the Truman Doctrine and Marshall Plan.

### **Question 3**

**How far was the USA's policy of containment responsible for the globalisation of the Cold War in the period from 1950 to 1985?**

This was also a popular question. Many candidates were able to refer to a wide range of areas where containment was seen as an important factor in globalising the Cold War. The most popular areas to which candidates referred were Korea, Indo-China and Cuba. Others referred to other areas in Latin America such as Guatemala and Nicaragua and, in Africa, the Congo.

Candidates were expected to explain the global expansion of the Cold War from 1950. They could have mentioned that containment was the main cause. NSC-68 and the Truman Doctrine forced USA into global stance against the development of communism even where local regional conflicts were more to do with nationalism than support for global communism. In supporting their arguments candidates may refer to the US belief in the domino theory, in particular in relation to Southeast Asia. To counter the view many

candidates stated that the alternative US policy of roll back was more to blame in such areas as Cuba, Guatemala and Chile. Some stated that both Soviet and Communist Chinese expansionist policy forced the US and its western Allies to react to communist actions e.g. Congo, Angola, Mozambique, Afghanistan.

#### Question 4

**'Too little, too late'. Consider this view of US intervention in Vietnam.**

Candidates were expected to assess the nature of US involvement in Vietnam. In support of the view 'too late', candidates may state that by 1963 the South Vietnamese state was on the verge of collapse. All that US intervention achieved was to delay the inevitable until 1975. The period of the French War and the 1954-63 period allowed communist forces to consolidate themselves not only in North and South Vietnam but also Laos. In support of the view 'too little', candidates may state that US strategy was to fight a 'limited war' which did not utilise US military power effectively. Operation Rolling Thunder did not attack targets in Hanoi and Haiphong. It was not until the Linebacker raids of 1972 that the full force of B52 raids on the North began to have major effect on North Vietnam. Also, the gradual build up of troops from 1965 to 1968 merely contained Vietcong and NVA military activity it did not defeat it. To counter argument, candidates may state that the US followed the wrong military/diplomatic strategy; misunderstood the nature of the Vietnamese Civil War; failed to force the ARVN government to make necessary reforms to win 'hearts and minds' of the population.

Many candidates were able to deploy sound factual knowledge of the subject. However, in many cases candidates used this information to write a narrative-description or a narrative-chronology of the US involvement in Vietnam without referring directly to the assertions made in the question. As a result, although knowledgeable about the Vietnam War, these candidates were to achieve marks in Band 4 of the mark scheme.

#### Question 5

**'Internal factors were more important than external factors in explaining the collapse of the USSR in 1991.' How far do you agree?**

This was the second most popular question in **Section B** of the paper. Candidates were expected to assess the reasons for the collapse of the USSR in 1991. In doing so, they needed to compare internal against external factors. Internal factors include the economic and social collapse of the Soviet system. This was exacerbated by Gorbachev's policies of glasnost and perestroika which failed to address economic decline and created splits within the Soviet Communist Party. Candidates could have mentioned the rise of nationalism within the USSR in areas such as the Baltic States, Ukraine, the Caucasus and within the RSFSR in areas such as Chechen-Ingushetia and Tartarstan. Candidates could also have mentioned the impact of Yeltsin on undermining the Gorbachev regime, in particular from 1990 onwards. Finally, candidates could mention the failed communist coup of August 1991 as the immediate reason for the collapse of the USSR into the CIS. In assessing external factors candidates could have mentioned the adverse effects of the arms race on the USSR. By the mid-1980s the USSR could no longer compete with the USA.

This could be linked with the collapse of communist rule in Eastern Europe, in particular in 1989 with the Velvet Revolution and the fall of the Berlin Wall.

Most candidates deployed effectively knowledge of the events surrounding the collapse of the Soviet Union. However, some candidates underachieved because they concentrated on either internal or external factors which led to an unbalanced response. Also, some candidates tended to write a narrative of events with assessment confined primarily to the concluding paragraph. These candidates would have achieved higher marks if they had used their knowledge to support and sustain analysis throughout their answer.

#### Question 6

**How successful were the two superpowers in controlling the development and spread of nuclear weapons in the period from 1949 to 1991?**

In this question candidates had the opportunity to assess the role of the two superpowers from the explosion of the Soviet atomic bomb until the end of the Cold War



Many candidates took the opportunity to write a narrative of the events surrounding the development and spread of nuclear weapons. These responses could have been more effective if they had used evidence to answer directly the degree of success of the two superpowers in the process. Also, some candidates underachieved by concentrating on only one part of the period, most notably the 1970s and the nature of the SALT treaties. In their answers candidates could have mentioned the Partial Nuclear Test Ban Treaty of 1963; the Nuclear Non-Proliferation Treaty of 1968; the SALT treaties of 1972 and 1978 and the Intermediate Nuclear Arms treaties of the 1980s under Reagan/Bush and Gorbachev. In assessing the role of the superpowers candidates could have mentioned that the Cold War led to a nuclear arms race with development of the H Bomb; the ICBM and submarine launched missiles (SLBM) and ABM systems which all led to the development and growth of nuclear arsenals. However, the counter claim counter made was that both powers attempted to limit testing and spread of weapons from the 1960s. In the 1980s the two powers made great strides in reducing their nuclear arsenals. Also, candidates could have mentioned that both powers failed in their attempt to limit growth with Britain, France and China all joining the nuclear club by the mid 1960s, to be followed by India, Pakistan, Israel and South Africa.

### Question 7

#### How far did the USA's role in the world economy change in the period from 1945 to 1991?

Although not a popular question it did produce a number of good quality answers where candidates were able to display sound analysis supported by detailed factual evidence over the whole time span of the question. Where candidates did underachieve they tended to either write a detailed narrative or concentrate unduly on one particular part of the period. Many candidates concentrated on the early years of the period, most notably 1945 to 1950. To achieve high marks candidates were expected to engage in an assessment of change over time in the USA's role. They could have mentioned that, in 1945, the USA dominated the world economy. Two major rival economies, Germany and Japan, had been devastated by war; the UK was virtually bankrupt. Western Europe was also adversely affected by the ravages of war. They could have mentioned that the USA dominated the Bretton Woods world economic system with the dollar as the benchmark for the international exchange rate system. They could also have mentioned that the World Bank was based in Washington DC and that the USA dominated the IMF. However, the USA's role did change over time.

After 1950 the USA's dominance was challenged by the following: the recovery of the West German and Japanese economies and the recovery of western Europe and the creation of the EEC. By 1972 the USA was under pressure through excessive military spending to lead the move to suspend the fixed exchange rate system through the Smithsonian Agreement. Also in the 1970s, the USA's economy was adversely affected by two major oil crises and the decline of smokestack industries such as steel and textiles. In the 1980s the USA's dominance was threatened by the rise of the Asian Tigers of the Pacific Rim. Several candidates stated that although features of US dominance changed, the USA remained the major world economy, although not as dominant as in 1945.

### Question 8

#### To what extent were the problems facing the Third World, in the period 1960 to 1991, caused by the activities of multi-national corporations?

This was the least popular question on the examination paper. Invariably, it was the last question attempted by many candidates. Candidates were expected to assess the role of multi-national corporations in causing problems in Third World. They could have mentioned problems such as the exploitation of natural resources of the Third World e.g. Rio Tinto Zinc in Africa, USA oil producers across the Third World. They could also have mentioned the exploitation of labour with corporations such as Nike using child and female labour in countries such as Indonesia. Finally, they could have mentioned the exploitation of political tension to gain economic advantage, for example, in Chile or the sales of military equipment, in particular in Sub-Saharan Africa. Against the role of multi-corporations, some candidates mentioned other factors such as political corruption, natural disasters such as flood, drought and famine, political instability and population growth as more important causes of problems for the Third World. Those candidates who did well on this question were able to support their assessment of the role of multi-national corporations with reference to specific activities by multi-nationals in specific countries.

# HISTORY

Paper 9697/05

Paper 5

## GENERAL COMMENTS

There was a significant increase in the entry this summer. The general standard was slightly higher than last year, with, of course, very great varieties of attainment both between and within centres. Overall, the candidates had clearly been well prepared, and their teachers merit congratulations. It was pleasing to note that a good number of candidates had responses which were relevant, analytical, explanatory and showing a clear grasp of the subject matter. These answers were well structured and arguments were supported by apposite factual material. However, these were by no means typical. Some candidates produced exceptionally short essay answers, lacking not only length but depth and relevance. A common fault was to write on the topic rather than answer the question. Too many answers lacked basic knowledge, and where this was present, were unsure how to use it. A common fault present in some Centres was for candidates to only answer three questions, or with a fourth answer consisting of a few lines. The almost inevitable result was a low mark. It is urged that Centres pay particular attention to the techniques required in answering the compulsory Source-based **Question 1**. Once these are mastered and applied a good start will be made in starting the paper with a high mark.

## SPECIFIC QUESTIONS

### **Question 1 Source-Based Question**

'Lincoln was the only President capable of dealing with basic issues underlying the sectional conflict in the United States.' Using Sources A-E discuss how far the evidence supports this assertion.

There was evidence that some Centres had taken on board previous years' reports, emphasising the need to (a) demonstrate challenge AND support for the hypothesis and (b) interpret AND/OR evaluate sources in their historical context. For example, few candidates discussed the obvious point that Source D (Lincoln's Inaugural) was made after seven states had seceded from the Union and others were on the brink of following their example. Some candidates gained very high marks (Level 6; 23-25) by challenging the hypothesis itself and suggesting an alternative one based of course on argument and evidence. It has to be said that most responses simply summarised the Sources, and in many cases gave one sided, non-contextual answers (in support OR challenge) gaining only 9 marks (Level 2).

### **Question 2 Evaluate the impact of the 'Gold Rush' of 1849 on America's westward expansion.**

A very popular question, but not well answered. Too many candidates wrote 'catch all' answers on westward expansion, Manifest Destiny etc., ignoring the key phrases 'evaluate' and 'Gold Rush'. Most responses correctly pointed to the development of transcontinental railroads, and also the effects on the fiercely independent Native American nations. Surprisingly few discussed the rapid and spectacular development of California and the controversies arising from its fast track admission as a State to the Union.

### **Question 3 How close did the Confederacy come to 'winning' the Civil War?**

As always a popular topic. Far too many simply went through the catalogue of Northern strengths and Southern weaknesses, overlooking the fact that the conflict went on for four years-longer than American involvement in both world wars. There were some excellent answers, pinpointing key turning points (e.g. Gettysburg and Antietam) when British and French recognition of the Confederacy could have swung the balance in the latter's favour. Many answers correctly stressed that the South had a strategic advantage, in fighting a defensive war with knowledge of the terrain, internal communications, and support from the local population. Too few responses emphasised the acute war weariness in the North in mid 1864, which could easily have seen Lincoln defeated in the Presidential election and a negotiated settlement. Some high quality answers argued with supporting evidence that the Confederacy had no chance of 'winning' the war,

this being defined as being able to maintain its independence and compelling de facto recognition by the Federal Government.

**Question 4 'Progressivism was simply a set of superficial reforms which evaded rather than addressed the ills of American society'. How far is this judgement valid?**

Very few candidates attempted this question, and it had the weakest standard of response. Some misunderstood what Progressivism was, often confusing it with the New Deal. Answers tended to be generalised, confused and with weak relevance. Progressivism dominated the political landscape from 1900 to 1920, being an elitist, reforming movement which transcended the political division between Democrats and Republicans. It could be argued that its function was to provide an acceptable and moderate alternative to Socialism which was gaining ground rapidly from 1900 to 1916.

**Question 5 Analyse the principal factors which secured major successes for the Civil Rights movement between 1945 and 1968.**

A very popular question with a wide range of ability shown. There was a great deal of descriptive material, giving potted histories of the civil rights movement and in effect ignoring the requirements of the question. All responses focused on Dr King, with some very perceptive analysis including a critique of his weaknesses. Malcolm X received more treatment than was perhaps due, and King's predecessors were often ignored. The best answers, and there were many good ones, discussed the changing world context which made it difficult to maintain the status quo, the importance of television coverage of the campaigns and of course King's great skill in using the medium. The legal context i.e. the role of the Supreme Court in Brown and other cases was underestimated, as was the influence of President Johnson in pushing through the two decisive Acts and one constitutional amendment.

**Question 6 Which were the more typical of the 1920s America: Prohibition and intolerance or the Jazz Age and increasing social freedom?**

Popular but poorly answered. The thrust of the question was largely ignored, and there was a great deal of basic material on Prohibition and to a lesser extent jazz, with unsupported and rather wild generalisations about 'flappers', the Charleston and allegedly greater sexual emancipation. The better answers dealt with the rapid economic, technical and cultural advances in the 1920s e.g. Hollywood movies, and the automobile revolution. Rather surprisingly the wave of intolerance in the revived Ku Klux Klan and hostility to all forms of 'un-American' beliefs was largely ignored.

**Question 7 'Though always expressed in terms of high moral principles, US foreign policy from 1913 to 1945 was in fact driven by the relentless pursuit of US national interests.' How accurate is this comment?**

A surprising number of responses agreed with the assertion in the question, some candidates even arguing that the US was to blame for Pearl Harbour! This question required skill in handling two world wars and the inter-war period, but almost universally there was a narrative treatment focusing narrowly on the rationale for US entry into the two World Wars. Isolationism was dealt with in a simplistic fashion, ignoring US active diplomacy in this period, such as the Kellogg-Briand pact and the Washington Naval Agreement. The United States' leading role in the formation of the League of Nations (though the Senate rejected US membership) and the United Nations received inadequate attention from the great majority of candidates.

**Question 8 Assess the impact of television on American society and politics from 1950 to 1968.**

Better answered than previously though social effects were largely ignored in favour of political ones. As always the Kennedy-Nixon debates were dealt with in some detail, but Eisenhower's skilful sound bites in 1952 were overlooked as was Nixon's Checkers performance. Better answers stressed the devastating and largely uncensored coverage of the Vietnam conflict and its domestic political effects, which led to the destruction of Johnson's political career. This question invariably attracts highly descriptive, narrative accounts with assessment and evaluation being usually overlooked. Television transformed advertising and marketing and was effective in promoting new fashions in behaviour and lifestyle.

# HISTORY

Paper 9697/06

Paper 6

In general candidates fulfilled the requirement to answer four questions on this paper. Most completed all their answers but many had taken a lot of time over **Question 1**. The length of answers to this question was often greater than to any other on the paper. A few answered **Question 1** last with obvious signs that they hadn't left themselves enough time to produce a full answer.

On **Section B** of the paper, **Questions 3, 4 and 5** were answered most frequently. **Questions 2 and 6** were less popular. **Questions 7 and 8** were rarely attempted.

There were some remarkable full answers to the essay type questions, giving a good coverage of suitable points. Not many candidates reached the higher ranges of marks in more than one of the **Section B** answers. In some cases candidates did not cover the whole date range. **Question 6** was an example of this. Many answers covered the details of the three 'blows' to the sugar industry in the British Caribbean (ending of the slave trade, Emancipation, Sugar Duties Act), but either stopped in the 1850s or went on to make a few general points about competition in the markets (Cuba and beet sugar). Lack of clear planning led to some answers being either repetitious or partly off the area indicated in the question. Many answers lacked detailed illustrations with which to develop the issues being discussed.

Detailed comments on responses to each question follow.

## Section A

### Question 1: compulsory source-based question about Emancipation in the British West Indies.

*'It was the actions of the slaves themselves which dictated the passage of the British Emancipation Act'. How far do Sources A-E support this statement?*

The sources were either written in the years 1832-3 or covered that period.

**Sources A and C** stressed the possibility of slave action leading to the ending of slavery. Sources B and D were about anti-slavery campaigning in Britain. Source E, a message from the Barbados Assembly, suggested that the colonists would cooperate in emancipation in certain circumstances. All the sources except Source D referred to the possibility of violent action by the slaves. Some candidates picked up the mixed messages in the extracts.

Some candidates went through the sources, one by one, in the order in which they appeared on the paper. Others tried to link them into groups, dealing with A and C together. Some gave important background information, as when picking up the reference to the Jamaica rebellion in Source A. Few pointed to the importance of references to the origins of the sources, Source A taken from a letter by a white resident in Jamaica, Source C from a private letter from an official, to develop their answer. A number of candidates quoted from the sources but failed to relate what they were writing about to the theme of the question.

## Section B

### Questions 2 to 8: essay questions.

**Question 2** *Explain the factors which brought about complete emancipation of slaves in Cuba from 1868 to 1886.*

One approach to this question could be think of the ways the Ten Years War (1868-78) affected the position of slavery, then to try to estimate the importance of and thinking about slavery around 1880, followed by reference to the Patronato system and how it ended prematurely, attacked by abolitionists and undermined by masters and apprentices.

A number of answers took up these themes and added some other thoughts but, on the whole, lacked a firm outline, relied on too little information, and sometimes, confused the war of 1868-78 with the later War of Independence after 1895.

**Question 3** *Examine the aims of the Apprenticeship scheme in the British Caribbean and assess how effectively it worked.*

Many candidates answered this question by a brief statement of the aims of the system, but without reference to possible flaws (e.g. 'neither full freedom, nor full slavery' or that details in the scheme favoured planters). Sometimes discussion of the shortcomings emerged along the way but some planning would have produced a more pointed result.

In many cases description and detail dominated the responses. Candidates rightly spent time on the stipendiary Magistrates, giving details of numbers, pay and so on. However, details of their day to day problems and roles were given less space.

Most answers would have been improved by tighter planning and dealing specifically with why apprenticeship ended prematurely.

**Question 4** *Discuss the nature and extent of the movement away from estates after the abolition of slavery in the British and French Caribbean.*

Candidates often produced a range of suitable material in their answers. Discussing the nature of the movement away from estates, the various explanations proposed by historians were outlined, but only occasionally evaluated. The question of the extent of the movement geographically was often well illustrated but the development over time and the impact of circumstances were rarely addressed. The continued relationships of freed people with plantations was not considered as a separate issue by many.

The non-agricultural opportunities were mentioned by most. Candidates made some references to French possessions, often in relation to the various arrangements to restrict movement.

Some candidates made little use of specific examples.

**Question 5** *Examine the effects of the development of peasantries on the Caribbean area after the dates of emancipation.*

Many candidates concentrated on 'the development of peasantries' rather than the wider context of the effects. There are obvious overlaps, the creation of a self dependent group of people, providing through their holdings for the needs of families etc. Seen in a wider context, the introduction or reintroduction of crops grown on small-holdings, the impact on trade, the diversification of the economy and the whole range of social developments were all possible areas to be considered. The consequences of the shortage of suitable labour on estates could lead to some thoughts about immigration.

There were some wide-ranging answers, especially when the diversifying of the economy was taken up as a theme, but in general answers tended to be limited in the range of issues considered and consequently in the marks awarded.

**Question 6** *Discuss the reasons why the nineteenth century seemed to be a period of crises for the sugar industry in the British Caribbean.*

Many answers concentrated on the internal issues of the British Caribbean and the first half of the nineteenth century. A number were very short, perhaps indicating misjudgement of time in the examination.

A great portion of the answers was taken up with details of the impact of British legislation on trade and labour. Backwardness of technical equipment and problems of finance found a place in some answers.

Where matters of free trade, competition from other cane sugar producers and the development of beet sugar production were introduced into answers, the consideration was often brief and, on beet sugar, also inaccurate. The developing issue of price competition and slump in the later part of the century was almost completely absent from any consideration. The particular comparison with Cuba could have been used to good effect.

**Question 7** *Why were there tensions between different ethnic groups in the Caribbean in 1900?*

There were very few answers to this question.

The question was based on the reference from the syllabus 'The role of race/racism and colour in post-slavery Caribbean societies (discrimination on the basis of class, race, colour)'.

One area explored was that of issues related to immigrant groups - Portuguese, Chinese, Indians. Another was that of the social structure based on the slave period with the broad division into whites, coloureds and African-Caribbean, and its persistence after emancipation.

**Question 8** *Explain why the policies of other countries, and the power struggles between leaders, caused problems for Haiti from 1800 to 1825.*

Only one candidate made a reasonably full attempt to answer this question. References were made to the various characteristics of leaders, especially Dessalines, and the split between Christophe and Petion. French intervention 1802-4 was woven into that theme. No reference was made to relations with France and the USA in the early 1820s.