

# HISTORY (US)

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**Paper 0416/11**

**Paper 11**

There were too few responses for meaningful comments to be made.

# HISTORY

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Paper 0416/13

Paper 13

## General Comments and Key Messages

A significant majority of candidates were able to use sound knowledge and understanding of their chosen topics to answer the questions set. Many candidates communicated their ideas clearly and accurately, whether explaining the reasons for events in the past, or building an argument to reach a balanced historical judgement.

Most candidates realised that **part (a)** questions require short, descriptive answers which are probably no more than a paragraph in length. The emphasis is on recalling accurate details rather than explanation.

However, **parts (b) and (c)** demand explanation. Few marks are awarded for narrative or long introductions which do no more than 'set the scene'. Candidates who score highly are able to stick to the point, by applying their knowledge to the precise requirements of the question, and developing fully each identified factor. In **part (c)**, responses should argue both for and against the focus of the question to reach a valid conclusion. The conclusion should go beyond repeating what has already been stated, by addressing 'how far' or 'to what extent'. Weaker responses will tend to rely on retelling the story and often include irrelevant information.

## Comments on Specific Questions

### **Section A – Core Content**

#### **Questions 1 to 4**

The limited number of responses to these questions prevents useful comment.

#### **Question 5**

In part **(a)** candidates demonstrated good knowledge of Lloyd George's aims at the peace negotiations of 1919-20. Many answers went beyond general points about his aim of avoiding severe punishment of Germany by including specific references to the importance of trade, the Empire and the navy to British interests after the First World War. Better responses encompassed not only the negotiations about German losses but also the terms applied to Germany's allies. The challenge in part **(b)** was to make the link between Clemenceau and Wilson clear and explain why they disagreed on each issue. For instance, on the issue of revenge, better responses made it clear that Clemenceau was conditioned by the two invasions of France which had taken place in his lifetime, while Wilson's ideas were formed by a desire to avoid German resentment, and by the fact that his country had neither been invaded nor ravaged by a war that the USA had only joined in 1917. Less successful answers described Clemenceau's aims in a separate paragraph from those of Wilson's and made no links between the two.

There were some good answers to part **(c)** because candidates were able to explain both sides of the argument about 'fair' treatment of Germany at Versailles. There were fewer examples of candidates justifying 'how fairly' by explaining why they had chosen one side of the argument and then why they had rejected the alternative view. Credit was given to responses which compared Germany's treatment at Versailles with the terms imposed on her allies, thereby drawing conclusions about 'fairness'.

#### **Question 6**

The focus of part **(a)** was just on the terms of the Pact, not on what happened to Hoare and Laval after news of the agreement leaked out. There was a lack of clarity about exactly what the Pact said because of inaccurate answers which claimed that Britain and France were willing to give all of Abyssinia to Mussolini to

stop the invasion. Part **(b)** attracted better answers which explained why the League wished to maintain Mussolini's friendship, using him as a potential ally against Hitler. A second developed point explained why the League's failure to impose oil sanctions and to close the Suez Canal enabled the Italian conquest to continue because vital supplies were uninterrupted. Balance was achieved in part **(c)** by arguing, on the one hand, that the League's humanitarian work was a success. Good answers then posed counter arguments about the League's efforts to settle disputes; it was equally valid to use examples of successes or failures from either the 1920s or 1930s. It is worth noting a common misconception that the League did impose changes to labour conditions and hours of work when, in reality, these were only recommendations.

### Question 7

A significant majority of candidates scored well on part **(a)**. They were capable of identifying Stalin's territorial gains in Germany and Berlin, and in addition to reparations, they recognised that eastern Europe was to be a 'Soviet sphere of influence'. Care was needed when answering part **(b)** which took 1945 as the focus of the explanation 'Why did the USA-USSR alliance begin to break down?' References to later events gained no credit. Despite this, there were some good responses which developed the themes of the USSR's mistrust when the USA successfully tested the atom bomb, and the USA's anxiety when Truman felt Stalin had gone beyond the agreement made at Yalta. The change of US Presidency was often identified as a relevant factor but remained undeveloped; candidates needed to show why this led to a breakdown of the USA-USSR alliance, thereby answering the question. In part **(c)** answers some candidates tried to apportion blame for the outbreak of the Cold War by including the Cuban Missile Crisis and the war in Vietnam. The parameters can be defined in terms of events up to around 1949 and 1950 when most commentators agree that the Cold War was fairly well established. Candidates who confined themselves to the period 1945-50, and developed an argument explaining and analysing the USA's contribution to the outbreak of the Cold War and then the USSR's contribution, gained the highest marks.

### Question 8

Part **(a)** was a popular question about which candidates clearly knew a great deal. Sometimes there was too much detail and time was spent writing an explanation as to why the Soviets took action against Czechoslovakia, instead of focusing on the question. The focus of the question was what the Soviet Union did, rather than why they took action. There was evidence of quality answers to part **(b)** with sound knowledge about Soviet fears of, and reactions to, events in Hungary in 1956. Many focused on the perceived threat to the Warsaw Pact as well as the way Nagy's liberal reforms were seen to be undermining the grip of communist rule in eastern Europe, which the Soviet Union felt it could not tolerate. With reference to part **(c)**, many candidates wrote at length about such factors as Gorbachev and his policies, the impact of Solidarity, the invasion of Afghanistan and the failing Soviet economy, however, all too often the responses were descriptive. To improve, candidates should have asked themselves, 'Why then did this factor lead to the collapse of Soviet control in eastern Europe?'; hence the explanation would meet the demands of the question.

## Section B – Depth Studies

### Question 9

Candidates had good knowledge about hyper-inflation to score well in part **(a)**. They recognised that Stresemann introduced a new currency, gained an agreement that French and Belgian troops should leave the Ruhr and signed the Dawes Plan. Part **(b)** gave an opportunity to explain the Ruhr invasion and hyper-inflation; many candidates occasionally lapsed into narrative. There is a common misconception that the payment of reparations on its own caused hyper-inflation rather than the government's response of printing money to pay the strikers as a result of the invasion of the Ruhr. Credit was also given for explaining the impact of the collapse of trade which led to rising prices. There were many secure responses to part **(c)**, with good explanations of both foreign and domestic failures and successes. Many candidates explained the end of hyper-inflation alongside the Dawes and Young plans (which could be used in either a foreign or domestic context), the Locarno Pact and admission to the League. Candidates could link each feature to the idea of whether or not Weimar was a disaster, and explain both successes and failures. Many could also deal effectively with the cultural freedom of Weimar while also explaining why part of the political class continued to despise the new Republic. Some responses dealt well with the illusory nature of the economic recovery, with reference to events surrounding the Wall Street Crash.

### Question 10

Part **(a)** posed few problems and was well done. Part **(b)** tended to attract descriptions only of the role of women as child-bearers. The question focused on why the Nazis tried to limit the role of women, i.e. why were they so important to the state. The better answers explained why the Nazis felt it important to remove women from the workforce, to boost the birth-rate and to promote the traditional role of women as housewife and mother. Answers to part **(c)** were often lacked balance because responses needed to convey a sense of the benefits (or lack of them) to specific groups of people. Hence 'popularity' was linked to which people felt they gained most from the Nazi state on the one hand, and which people suffered most on the other.

#### Question 11

Answers to part **(a)** tended to be generalised and lacking specific detail. Two developed points might have included the arming of the Petrograd Soviet during the Kornilov Affair and the powers which the Soviet exercised as an alternative to the Provisional Government. There were better answers to part **(b)** which included developed explanations of the failures of Kerensky's government, of Lenin's promises and the advantages held by the Bolsheviks after the July Days. Candidates used their knowledge well to deal with part **(c)** arguing both for and against the view that it was divisions amongst the Whites which led to Bolshevik success in the Civil War. It is perhaps worth reminding candidates that references to Trotsky's leadership should be qualified and explained; i.e. what was it about his qualities and strategies which contributed to the Red Army's victory?

#### Question 12

Candidates' knowledge about the status of women in the USSR under Stalin in part **(a)** was less secure. Good answers recognised that, in theory, women were equal partners; while their domestic responsibilities were considered important, they found more equality in the world of work, say as teachers and doctors. Part **(b)** responses tended to focus on Collectivisation as a solution to inefficient farming methods. Stalin's aim to tighten his grip on the countryside by destroying the Kulaks was a second explanation which could have been developed. Part **(c)** attracted some sound arguments which sometimes lacked specific detailed knowledge, particularly about the industrial advances made in the USSR under Stalin's rule. Candidates seemed stronger when explaining the failures of industrialisation in terms of harsh working and living conditions.

#### Question 13

There were many strong answers to part **(a)** detailing overproduction, foreign competition, falling demand in Europe and difficulties farmers had repaying loans.

Knowledge in part **(b)** of those sections of US society which did not benefit from the 'economic boom' seemed entirely secure with good explanations about the plight of farmers, native Americans, workers in traditional industries and those Americans who suffered discrimination. Answers to part **(c)** tended to be unbalanced; candidates were able to explain 'alternative factors' such as the impact of Republican policies and the introduction of tariffs, but were less clear when explaining why the automobile industry contributed to the 'boom' of the 1920s. Such points as the impact of mass production and the growth of industries associated with car making are areas which could have been developed.

#### Question 14

Part **(a)** responses tended to be generalised; specific supporting detail about unemployment, banking and getting the US out of the Depression through 'relief, recovery and reform' would have gained higher marks. Part **(b)** proved challenging for many candidates who sometimes just described the problems caused by the banks rather than explaining why the banks were so important to rebuilding public confidence. A focus on the key word of the question can often help candidates stick to the point. On the whole, answers to part **(c)** explained the failures and successes of the New Deal. There was evidence of sound knowledge about the work of the Alphabet Agencies balanced against an understanding of the limitations of Roosevelt's policies which were exposed in 1937 and when the US became directly involved in the Second World War.

#### Questions 15 to 19

The limited number of responses to these questions prevents useful comment.

#### Question 20

Part **(a)** was well answered with many details of the Anglo-French intervention in the Suez Canal zone in 1956. There were many quality answers to part **(b)** where candidates were good at focussing on 'importance' rather than merely retelling the events of the Six Day War. The impact on Israel's strategic position, the problems faced by the Arabs and the changes to the role of the USA and USSR in the Middle East were all recognised and explained. Part **(c)** was also dealt with effectively by many candidates who focused on the relevance of the date. They were able to explain the problems both solved and left unresolved by the Camp David Agreement.

### Question 21

Of the two Arab-Israeli questions, this one attracted weaker responses. Better answers to part **(a)** included PLO activities in Palestinian refugee camps, Israeli retaliation and interventions, for example supporting 'Free Lebanon' under Major Haddad. It was important in part **(b)** to avoid general comments about the use of terrorism. Good responses were able to be quite specific about the advantages the PLO felt they could achieve through terrorist activities such as the hijackings of the early 1970s, and all this against a background of lack of progress towards achieving a united Palestinian state. There were better answers to part **(c)** which ranged over the period from the late 1960s up to the 1990s, although most used the period from the Camp David Agreement up to the 1993 Peace Accord as well as the Oslo Agreement to support their arguments about PLO success (or lack of it).

### Questions 22 to 25

The limited number of responses to these questions prevents useful comment.

# HISTORY (US)

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**Paper 0416/21**

**Paper 21**

There were too few responses for meaningful comments to be made.

# HISTORY

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Paper 0416/23

Paper 23

## General Comments and Key Messages

As usual most candidates answered questions on the 20th Century option but there were a higher number of candidates answering on the 19th Century option. There was little difference in the standard of the two sets of answers. The overall standard was high with many candidates able to interpret the sources, make inferences from them and carry out appropriate evaluation.

A minority of candidates managed to write a lot without addressing the questions directly. It is important that candidates answer the question set. Failure to do so is often the result of candidates writing their answers before they have fully thought through what their answer is going to be. The better candidates plan their answers first so that when they start writing they can state what their answer is in the first sentence e.g. 'I am surprised by this source because...' or 'These two cartoonists would have disagreed because...' they then use the rest of their answers to support these opening statements.

To achieve high marks it is necessary to read sources, whether written or pictorial, as a whole. Candidates should always try and go beyond details and ask themselves 'What is the point of view of this author or artist?'

The best candidates understand what different questions are asking them to do. For example, if a question begins 'Why was this source published in?' they know that they need to explain the message of the source, its purpose and the context in which it was published. If a question contains a word such as 'prove', 'useful', 'trust' or 'reliable' then it is likely that evaluation of the source(s) is necessary e.g. **Question 4** in both 19th Century and 20th Century options.

Finally, it is important that candidates understand exactly what they are being asked to do in **Question 6**. This question always asks whether the sources in the paper support a hypothesis. This means that answers must be about the sources, and each source should be used individually. Vague statements should not be made about groups of sources, and the sources should certainly not be ignored.

## Comments on Specific Questions

### *Option A: 19<sup>th</sup> Century option*

#### **Question 1**

A good number of candidates were reading the sources as whole and comparing their big messages. Both sources suggest that the First World War started in 1914 because the system that had preserved peace until then broke down. Less successful answers compared details e.g. both sources claim that the Schlieffen Plan contributed to the start of war and that neither side wanted war, or Source A claims that an increase in armaments helped peace while Source B claims that it increased the chances of war. Weaker candidates summarised both sources without making any proper comparison.

#### **Question 2**

As with the written sources in **Question 1**, these cartoons also need to be read as a whole. Both cartoonists have a point of view and these need to be explained and compared for high marks. The cartoonist in Source C clearly disapproves of the growth of the German navy while the cartoonist in Source D approves of the German navy or disapproves of British attitudes towards the navy. Most candidates understood Source D but some struggled with Source C. A good number of candidates, however, were able to compare valid sub-messages.

### Question 3

Most candidates rightly focused on the issue of secrecy and produced a range of answers. Some wrote general answers stating that it is never a good idea to tell your enemy when you are going to attack. A good number of candidates used their contextual knowledge to explain either no surprise that they wanted to keep this from Russia in particular or, surprise because everyone knew that Germany would support Austria. Less good answers ignored either the secrecy issue or the need to state whether they were surprised or not. When a question asks candidates if they are surprised, they must give a clear response.

### Question 4

Most answers compared what the sources said and then stated that Source G does prove that Source F is wrong. To go further than this, evaluation of one, or both, of the sources is needed. There is plenty of scope to evaluate both of these sources, either by considering their purpose or by cross-referencing to other sources, which the better candidates did.

### Question 5

This question was answered well with most candidates able to explain that Bethmann Hollweg was trying to place blame for the war on Britain. The best candidates went beyond and made valid suggestions about purpose e.g. to bolster the morale of the German people or to justify his, or Germany's actions, in the years leading up to the war.

### Question 6

There were many good answers to this question with candidates explaining first how some sources support the hypothesis that Germany was responsible for causing the First World War, and then explaining how other sources disagree with this view. The crucial aspect of these answers was that sources were used individually with clear explanations about each one e.g. 'Source F disagrees with this statement because it blames Britain for the war. It claims that if Britain had made its support for France and Russia clear from the beginning this would have deterred Germany from supporting Austria, thus making war much less likely.' Some candidates grouped the sources and made some general comments about the group rather than focusing on each source in its own right.

### *Option B: 20<sup>th</sup> Century topic*

#### Question 1

Candidates did well in finding and explaining similarities between the two sources e.g. the Communists made mistakes, Tet was a surprise, Tet had a bad impact on the American public, the US underestimated the enemy. There are fewer differences and some candidates found it harder to find these e.g. A says Tet continued a trend but B says it was a tipping point. The better answers were those where candidates had clearly gone through the sources annotating and compared them point-by-point. Only when they knew what their answer was did they put pen to paper. Less good answers summarised both sources and only after doing this attempted a comparison. These were more likely to be vague and general and lacked the point-by-point approach of the better answers.

#### Question 2

This question produced many good answers but few of these obtained the very highest marks. Most candidates understood that Source C is criticising American methods in Vietnam. There were some excellent explanations of how the cartoon does this. However, few candidates went on and considered the possible purpose of the source i.e. its intended impact on the audience. This is essential for high marks in this type of question. Weaker answers tended to concentrate on the context without exploring the message of the cartoon.



### Question 3

There were many good answers to this question. They explained whether they were surprised or not by cross referencing to other sources or to specific contextual knowledge e.g. the use of napalm in Source C makes us not surprised by the description in Source D. Some explained they were surprised because the soldier is willing to admit he was involved in the kind of behaviour described in the source, while others said they were not surprised that this account was written and published at this time because of the growing anti-war movement in the USA. Weaker answers tended to be based on everyday empathy e.g. 'I am surprised that they would do such dreadful things' or wrote perfectly good analyses of the source without saying whether they were surprised or not. It is crucial with this type of question that candidates make clear whether they are surprised or not. Ideally, they should have thought through their answer before they start writing. They can then begin their answer with a clear statement about whether they are surprised or not. The rest of the answer can then be used to support this opening statement.

### Question 4

This question was also answered well with many candidates able to both compare and evaluate the sources. The evaluation was often done with some good discussion of the possible purpose of one or both of the sources. Weaker answers tended to refer to the provenance of the sources but were unable to do more than make assertions about reliability.

### Question 5

A good number of candidates read the cartoon as a whole and were able to work out the point of view of the cartoonist. They realised that he is criticising Vietnamisation or suggesting that it is not working. Weaker answers tended to give a sub-message of the cartoon e.g. the US was trying to use a policy of Vietnamisation. A number of candidates did not know what Vietnamisation was and this lack of contextual knowledge led to a failure to interpret the cartoon in a valid way.

### Question 6

The better answers carefully explained how some sources support the hypothesis that America lost because it failed to win the support of the South Vietnamese people, and how other sources disagree with it. This was done well because the candidates analysed one source at a time and provided clear explanations focused on the question e.g. 'Source E disagrees with the statement because it claims that America lost, not because it did not win over the South Vietnamese people, but because the Americans failed to bomb Laos, Cambodia and North Vietnam. It claims that this bombing would have "broken" the enemy.'

Less good answers grouped the sources and then made some very general statements about the groups without using the content of individual sources. A number of candidates did not use the sources and wrote what amounted to an essay about why the US lost in Vietnam. This is not what the question asked candidates to do.