

**MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers**

9697 HISTORY

9697/31

Paper 3 (International History), 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, which would have considered the acceptability of alternative answers.

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

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

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9697	31

GENERIC MARK BANDS FOR ESSAY QUESTIONS

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

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 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.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9697	31

SECTION A

1 Source-based question: THE WORK OF THE UNRWA: How far do Sources A–E support the view that UNRWA has done more harm than good?

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

These answers will write about the work of UNRWA 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.

e.g. UNRWA was established by the UN in 1949 and still exists today, looking after over four million Palestinian refugees.

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. Source D agrees with the hypothesis because it clearly shows that terrorists are allowed to work in UNRWA camps OR Source E disagrees with the hypothesis because it shows how UNRWA has helped people who might otherwise have died or become terrorists.

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.

e.g. Source C agrees with the hypothesis because it shows how UNRWA has helped to prolong the problem of Palestinian refugees and made it harder for peace to be achieved in the Middle East. However, Source B clearly disagrees, stressing the vital work which UNRWA has done and showing how it is not UNRWA but the USA and Israel which have held up the peace process.

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. Source C agrees with the hypothesis, showing how UNRWA has not only failed to solve the Palestinian refugee problem but also made the problem worse. However, the source is produced for a Jewish audience, most of whom would be against UNRWA because of the threat it poses to Israel OR Source E disagrees with the hypothesis, showing how UNRWA has provided essential services and protection for 4.6 million people. However, the source is produced for an Arab audience, most of whom would have sympathy for the plight of the Palestinian refugees.

[NB – no credit should be given at this level for unsupported assertions regarding source provenance: e.g. statements such as *Source D is unreliable because it is biased* – evidence/examples are required to substantiate such points.]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9697	31

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

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

e.g. Both of the statements shown as examples in Level 4.

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.

e.g. *On balance, I disagree with the hypothesis. Most of the sources contain some element of bias. However, although written by a Jewish organisation which might be expected to oppose the work of UNRWA, Source B praises it and claims that others are responsible for the fact that no solution has yet been found for the Palestinian refugee crisis.*

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. *An alternative hypothesis might be that UNRWA's task has been more prolonged and more difficult than originally envisaged because of the failure of the UN, USA and Israel to find a solution to the crisis in the Middle East.*

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9697	31

Guidance on specific sources

(N) the hypothesis is not supported

(Y) the hypothesis is supported

SOURCE A:

Description:

- primary source, UN Resolution of 1949

Level 2/3:

- makes no comment on UNRWA's performance, therefore **NEUTRAL**

Level 4/5:

- source's utility limited by date of publication (i.e. before UNRWA was set up; can't comment on its effectiveness), therefore **NEUTRAL**
- source implies that UNRWA should be short term, yet all other sources show that its work has continued for 60 years
- Cross-referencing
 - with Sources C + D would imply that UNRWA bears some responsibility for prolonging the problem (Y)
 - with Sources B + E would imply that responsibility for this lies elsewhere and that UNRWA has been effective despite it (N)

Contextual Knowledge:

- in 1947, the UN voted to divide Palestine – Israel created in 1948 – led to war in the Middle East, as a result of which thousands of Palestinians were displaced from their homelands
- various UN Resolutions (starting with Resolution 194 in 1948) state that '*refugees wishing to return to their homes and live at peace with their neighbours should be permitted to do so at the earliest practicable date*' – such resolutions have been interpreted differently by Israel and Palestinians

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9697	31

SOURCE B:

Description:

- secondary source from 2004, therefore has the advantage of long-term perspective
- produced by Jewish Organisation in USA

Level 2/3:

- there is no evidence of terrorism in UNRWA camps (**N**)
- UNRWA provides essential services to people in need (**N**)
- UNRWA is supported by international funds; therefore there must be considerable support for its work (**N**)
- neither UN nor UNRWA are responsible for failing to solve the problem, blame lies with USA and Israel (**N**)

Level 4/5:

- UNRWA continues to provide essential services to an ever-growing number of people – this is well beyond its original remit through no fault of its own (**N**)
- written by an American Jewish organisation which might be expected to support Israel and thus criticise UNRWA – yet it does neither (**N**)
- name of organisation shows that it is a pressure group which might be opposed to Israeli occupation of land formerly belonging to Palestinians – therefore might have a vested interest in praising the work of UNRWA (**Y**)
- emotive content – e.g. need for UNRWA to seek international funding to replace essential services destroyed by Israeli action (**N**)
- Cross-referencing:
 - with A to show that UN intention was that UNRWA should be short-term
 - with E, which is also positive about the work of UNRWA
 - with C and D, which provide a contradictory assessment of UNRWA's performance despite the fact that they are both the product of Jewish organisations (**N**)

Contextual Knowledge:

- Israel has a vested interest in opposing the Palestinians' right to return
- the USA has largely supported Israel over the problems in the Middle East
- an American Jewish organisation might, therefore, be expected to have different views from those expressed here

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9697	31

SOURCE C:

Description:

- secondary source from 2005, therefore has the advantage of long-term perspective
- produced by a Jewish Organisation

Level 2/3:

- UNRWA has provided no solution to Palestinian refugee problem (Y)
- UNRWA less effective in dealing with refugees than other UN organisations (e.g. UNHCR) (Y)
- UNRWA has deliberately prevented a solution to the problem and perpetuated it (Y)
- UNRWA camps foster terrorism (Y)
- UNRWA both prevents peace in Middle East and is detrimental to the Palestinian refugees themselves (Y)

Level 4/5:

- blames UNRWA (and thus, by implication, the UN) for perpetuating the problem (Y)
- implies that UN treats Palestinian refugees differently from other refugees for political reasons (Y)
- use of emotive words (e.g. 'return' and 'homeland') (Y)
- produced by a Jewish organisation which clearly opposes the return of Palestinian refugees to their 'homeland' – hence has a vested interest in attacking the work of both UN in general and UNRWA in particular (N)
- Cross-referencing:
 - with A to show that UN intention was that UNRWA should be short-term
 - with D, which agrees that UNRWA has delayed a solution, fosters terrorism etc.
 - with B and E which provide a contradictory assessment of UNRWA's performance

Contextual Knowledge:

- Israel (and most Jews) believe that Palestinian refugees could and should have been assimilated into Arab countries, many have adopted citizenship of Arab countries, yet continue to be classed as refugees
- Israel stresses that the number of Palestinian refugees will continue to grow as more children are born – it stresses that the vast majority of current Palestinian refugees were not even born in 1948 and, therefore, have no homeland to return to
- many Jewish groups heavily resent the UN expenditure on providing services for an ever-increasing number of Palestinian refugees
- Israel has increasingly come to believe that UN has an anti-Israel bias and that the continuation of the Palestinian refugee problem provides enemies of Israel with the opportunity for emotive anti-Jewish propaganda

SOURCE D:

Description:

- secondary source from 2008, therefore has the advantage of long-term perspective
- produced by a Jewish American Organisation

Level 2/3:

- stresses the conflict of interest implicit in UNRWA employing local Arab people (Y)
- Palestinian refugees have no incentive to do things for themselves because UNRWA does it all for them (Y)
- problem likely to get worse as numbers increase with future generations (Y)
- UNRWA fosters terrorism (Y)
- UNRWA employees have no incentive to find a solution to the problem, since this would take away their jobs (Y)

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9697	31

Level 4/5:

- resents UN treating Palestinian refugees differently from other refugees
- UNRWA shows a tacit approval of terrorist activities within its employees and camps (Y)
- produced by an American Jewish organisation which is clearly pro-Israel – has a vested interest in attacking the work of both UN in general and UNRWA in particular (N)
- Cross-referencing:
 - with A to show that UN intention was that UNRWA should be short-term
 - with C, which agrees that UNRWA has delayed a solution, fosters terrorism etc.
 - with B and E which provide a contradictory assessment of UNRWA's performance

Contextual Knowledge:

- Israeli propaganda displays the UN in general and UNRWA in particular as anti-Jewish and fostering terrorism against Israel

SOURCE E:

Description:

- secondary source from 2009, therefore has the advantage of long-term perspective
- Lebanese newspaper article, for a largely Arab audience

Level 2/3:

- UNRWA employees work hard to help people in need (N)
- UNRWA shows the UN at its best (N)
- UNRWA is a force of moderation and has thus prevented rather than encouraged terrorism (N)

Level 4/5:

- draws attention to the need for a political solution to the Palestinian refugee problem rather than blaming UNRWA for prolonging it (N)
- pro-Arab viewpoint and therefore likely to be supportive of UNRWA's work with Palestinian refugees – in addition to basic social service needs, the source stresses that the refugees have 'political' and 'national' needs (Y)
- despite pro-Arab stance, the source is objective in blaming 'political leaders on all fronts' for prolonging the problem (N)
- Cross-referencing:
 - with A to show that UN intention was that UNRWA should be short-term
 - with B, which agrees that UNRWA is doing an effective job under very difficult circumstances
 - with C and D, which provide a contradictory assessment of UNRWA's performance

Contextual Knowledge:

- Arab countries containing UNRWA camps gain from their presence (e.g. employment etc.)
- Arab countries feel threatened by Israel and resent its occupation of what they consider to be Arab land

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9697	31

Section B

2 'US President Truman's fear of communism was the main cause of the Cold War in Europe between 1945 and 1949.' How far do you agree?

Candidates will be expected to show knowledge and understanding of the causes of the Cold War in Europe 1945–49 and to deploy this in order to reach a conclusion regarding the validity of the hypothesis. Essentially, the question supports the revisionist school.

Arguments which might be used to support the hypothesis could include:

- new and inexperienced
- Roosevelt trusted Stalin, Truman did not
- use of atom bomb in Japan without informing USSR
- possibly misjudged Stalin's actions in Eastern Europe
- response to Churchill – 'iron curtain' speech
- response to Kennan – 'Long Telegram'
- ending lend-lease
- Truman Doctrine and Marshall Plan
- end of USA policy of isolationism
- US need for a market place in Europe
- revisionist viewpoint
- but were Truman's actions due to fear of communism, or fear of its impact on the USA's status and economic prosperity?

Arguments which might be used to challenge the hypothesis could include:

- Stalin's role:
 - paranoid about security
 - actions in Eastern Europe, especially Poland
 - felt USA and Britain delayed Second Front deliberately
 - suspicious of Truman's use of atom bomb against Japan
 - Cominform and Berlin Blockade
 - traditional viewpoint
- long-term problems between capitalism and communism (temporarily disguised during WWII)
- US fears of communism spreading and of repeating the problems associated with appeasement
- Soviet fears of yet another invasion from Western Europe
- power vacuum in Europe and especially the issue of what should be done with Germany
- the USA's need to secure markets in Europe – fear of drifting back into depression
- the USA's possession of atom bomb
- misunderstandings between USA and USSR regarding their true intentions (i.e. the Post-Revisionist viewpoint)

Characteristically, the best responses will:

- be focused and balanced
- analyse/evaluate both the support and challenge cases
- reach a reasoned conclusion as to whether the hypothesis is to be supported or not

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9697	31

3 Why did the Cold War spread outside Europe in the period from 1950 to 1975?

Candidates will be expected to show knowledge and understanding of the globalisation of the Cold War 1950–75, and to deploy this to provide a rational argument as to why it occurred.

Relevant content could include:

- 1949 – Communism in China:
 - perceived as a threat by USA
 - China supported 'communist' groups in Indo-China and Third World countries in Asia, Africa and Latin America
- significance of regional conflicts – how and why these became part of the Cold War
- Korean War:
 - involvement of USSR and China
 - USA fears of communism spreading – public opinion in USA
 - 'containment' and 'roll back'
- Cuba:
 - Castro, a Liberal-Nationalist, becoming a 'communist' due to expediency
 - role and motives of USSR
 - US action to prevent Soviet missiles being placed on Cuba
- Vietnam:
 - French, Japanese and Chinese influences
 - US fears of domino theory
 - UN opposition to US action
 - outcomes
 - Laos and Cambodia
- US involvement in Chile, Guatemala, Costa Rica, Iran, Indonesia, Ghana, Uruguay, Bolivia, East Timor etc.
- Middle East:
 - at crossroads between the West, the Communist Bloc and Third World Asia and Africa
 - oil
 - involvement of USA and USSR

Characteristically, the best responses will

- be focused and provide more than one example
- analyse/evaluate both the spread of the Cold War and the reasons for it
- reach a reasoned conclusion as to why the Cold War was globalised

Page 11	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9697	31

4 Who was most responsible for causing the Cuban Crisis in 1962 – Castro, Kennedy or Khrushchev?

Candidates will be expected to display knowledge and understanding of the Cuban Crisis of 1962, and to deploy this in order to produce a reasoned argument as to who was most responsible.

Arguments which might be used could include:

- **Castro:**
 - replaced a corrupt and inefficient American-backed regime
 - essentially a Liberal-Nationalist rather than a Communist
 - nationalised US-owned estates and factories
 - made economic agreements with USSR (e.g. sugar)
 - following Bay of Pigs and continued threats from USA, declared himself a Marxist and asked the USSR for military assistance – presence of a communist regime in the western hemisphere led to a major escalation of the Cold War
- **Kennedy:**
 - concerned that Cuba had become a communist state so close to USA
 - Eisenhower had endorsed Batista's corrupt and inefficient government, now Kennedy endorsed the Bay of Pigs fiasco
 - sank Cuban merchant ships
 - US troops instructed to carry out invasion exercises
 - when it became clear that USSR had placed missiles on Cuba, military advisers encouraged Kennedy to carry out air strikes – Kennedy was more cautious and turned to a blockade instead
 - historians split over Kennedy's actions – many have praised him for his cautious but effective approach; others have criticised him for not calling Khrushchev's bluff and taking stronger action
- **Khrushchev:**
 - gave economic and, subsequently, military aid to Cuba
 - installed missiles on Cuba – clear threat to major US cities
 - possible explanations of his motives could include the desire to gain the initiative in the nuclear arms race, retaliation for US missiles in Turkey, testing the new and inexperienced US president, gesture of solidarity with a fellow communist regime, bargaining tool regarding Berlin
 - backed down first – ordered Soviet ships to return
 - US missiles removed from Turkey (but this had already been agreed anyway)
 - Khrushchev heavily criticised in USSR

Characteristically, the best responses will:

- be focused and balanced
- analyse/evaluate the culpability of each of the three leaders, demonstrating an understanding of the inevitable inter-relationships between their actions
- reach a reasoned conclusion as to who might be seen as most responsible

Page 12	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9697	31

5 Why did Deng Xiaoping survive the 'crisis of communism' whilst Mikhail Gorbachev did not?

Candidates will be expected to show knowledge and understanding of the crises facing the world's largest communist states in the 1980s and to deploy this in order to compare and contrast what took place in China and USSR in order to reach a conclusion regarding the validity of the hypothesis.

Relevant content could include:

- Deng Xiaoping in China:
 - facing major socio-economic problems post-Mao
 - developed 'Market Socialism' – economic reforms, joining of IMF and WB, output increased
 - initially gave greater freedom – e.g. in religion, literature, the arts, Democracy Wall
 - clamped down when there were demands for greater political reform
 - managed to maintain a balancing act between rival factions within CCP
 - maintained control of the army
 - able to survive Tiananmen Square by maintaining hard line and resolute leadership
- Gorbachev in USSR:
 - facing major economic problems
 - tried to bring in economic and political reforms at same time
 - economic reforms largely failed
 - aims and results of glasnost and perestroika
 - gave greater freedoms – e.g. release of dissidents, greater freedom of press and media
 - greater democracy meant that CP lost its privileged position
 - unable to control rival factions within CP
 - did not address problems in Eastern Europe in a resolute way – allowed greater freedoms
- similarities – both faced major social, economic and political problems and were willing to reform in order to address them
- differences – Gorbachev tried to reform economic and political structures; Deng did the former, but restored total control over the latter

Characteristically, the best responses will:

- be focused and balanced
- analyse/evaluate the situations facing, and the actions taken by, Deng and Gorbachev
- reach a reasoned conclusion as to why Deng survived whilst Gorbachev did not

Page 13	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9697	31

6 'Attempts to control the development of nuclear weapons between 1949 and 1980 were largely ineffective.' How far do you agree?

Candidates will be expected to show knowledge and understanding of the development of nuclear weapons between 1949 and 1980, and to deploy this in order to test the validity of the hypothesis.

In support of the hypothesis, it could be argued that, despite various attempts to impose controls, there was a constant build up of nuclear weapons by both the USA and the USSR, whilst other countries also developed nuclear capability (e.g. UK, France, China).

Evidence might include:

- USSR's development of atomic bomb 1949, which led the USA to vastly increase its own expenditure on arms (Massive Retaliation)
- development of hydrogen bombs (USA 1952, USSR 1953)
- USSR's development of ICBM, with USA quickly following suit
- later development of SLBMs, ABMs and MIRV
- failings of various treaties – e.g. Nuclear Test Ban Treaty (1963), banning of nuclear tests in space (1967), Nuclear Non-Proliferation Treaty (1968), SALT Treaties of the 1970s

In challenging the hypothesis, it could be argued that these treaties did have some positive effects e.g.:

- very few states (e.g. India, Israel, Pakistan and North Korea) are non-signatories of the NNPT
- SALT Treaties did impose limits on certain types of weapons and could be seen as a vital precursor to subsequent, and more effective, treaties (e.g. START)
- greater effectiveness of attempts to control nuclear weapons during periods of detente (e.g. 1970s)

Characteristically, the best responses will:

- be focused and balanced
- evaluate the effectiveness of each treaty against its original aims and terms
- reach a reasoned conclusion regarding the validity of the hypothesis

Page 14	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9697	31

7 Why did the international economy experience serious problems in the 1970s and early 1980s?

Candidates will be expected to show knowledge and understanding of the international economy in the 1970s and '80s, and to deploy this in order to show how and why it experienced serious problems.

Relevant content could include:

- growth of international economy after 1945 due largely to US dominance
- factors which hit US economy in 1970s and '80s (with inevitable effects on international economy at large):
 - defence costs (e.g. Vietnam War, nuclear armaments)
 - weakening of value of dollar after 1971 – effects on other currencies
 - rising oil prices (OPEC) – effects
 - budget deficit continued to rise, weakening the dollar further
- other factors adversely affecting the international economy included:
 - impact of debt crisis on the developing world
 - problems of transformation of western economies in the wake of competition from newly industrialising countries such as South Korea and Taiwan
 - growth of Asian Tigers
- however, recession in late '70s and '80s was largely a temporary phenomenon in a position of otherwise general growth of the international economy

Characteristically, the best responses will:

- be focused on explaining why rather than merely giving factual details
- analyse/evaluate the relative significance of, and inter-relationship between, each of the causal factors

Page 15	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9697	31

8 The Brandt Report had made little difference to the *North-South Divide* by 1991. How far do you agree?

Candidates will be expected to show knowledge and understanding of the issues raised in the Brandt Report and to deploy this in order to assess what effects it had had by 1991.

Relevant content could include:

- Brandt Report of 1980:
 - highlighted the differences between the developed industrial nations of the North and the South containing most of the Third World countries
 - concluded that the North was getting richer and the South was getting poorer
- Reasons why the South was so poor included:
 - neo-colonialism – North gained raw materials and markets from South, North did not encourage South to establish their own industries
 - many Third World countries dependent on one-product economies (e.g. Ghana – cocoa; Zambia – copper)
 - rising prices of manufactured goods
 - South had to pay interest on loans from North
 - high population growth in South
 - much of the South beset by wars and civil wars
 - drought and similar problems
 - corrupt and/or inefficient governments
- Brandt Report recommendations:
 - it would be in the North's interest to help the South become more prosperous (bigger market etc.)
 - rich nations should aim to give 0.7% of their national income to poorer nations by 1985 and 1% by 2000
 - new World Development Fund to be established
 - International Food Programme
 - campaign to improve farming methods in South
- Outcome:
 - helped to raise awareness
 - by 1985 only Norway, Sweden, Denmark, the Netherlands and France had met target of 0.7% – USA only 0.24% and GB 0.11%
 - famine in Africa in mid 1980s made the problems worse
 - conditions in Third World continued to deteriorate
 - on-going exploitation
 - gap between North and South continued to grow

Characteristically, the best responses will:

- be focused and balanced
- analyse/evaluate the ideas embodied in the Brandt Report and their outcome by 1991
- reach a reasoned conclusion regarding the impact of the Brandt Report