

**MARK SCHEME for the October/November 2009 question paper  
for the guidance of teachers**

**9697 HISTORY**

**9697/32**

Paper 32, 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.

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

CIE is publishing the mark schemes for the October/November 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



<b>Page 2</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2009</b>	<b>9697</b>	<b>32</b>

### 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.

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

Band	Marks	Levels of Response
1	21–25	The approach will be consistently analytical or explanatory rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by very appropriate factual material and ideas. The writing will be accurate. At the lower end of the band, there may be some weaker sections but the overall quality will show that the candidate is in control of the argument. The best answers must be awarded 25 marks.
2	18–20	Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that 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 A/AS LEVEL – October/November 2009	9697	32

### Section A: The United Nations and Namibian Independence.

#### 1 Source-based question: How far do Sources A – E support the view that Namibian independence was achieved because of the efforts of the United Nations?

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

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

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

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

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

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

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

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

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).

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.

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.

<b>Page 4</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2009</b>	<b>9697</b>	<b>32</b>

	<b>Content</b>	<b>Analysis L2–3</b>		<b>EVALUATION</b>	<b>L4–5</b>	
<b>A</b>	UN source	Suggests that UN was successful but also needed change in view by USSR	<b>Y/N</b>	X Ref with C	Source's utility limited because of provenance	<b>Y/N</b>
<b>B</b>	Contemporary view by US newspaper	Highly critical of UN role	<b>N</b>	X ref with D	Source takes negative view but is only the view of one US newspaper	<b>Y</b>
<b>C</b>	Contemporary UN publication	Takes the view that UN was primarily responsible for success	<b>Y</b>	X Ref A and E	Source supports UN but is UN publication	<b>Y/N</b>
<b>D</b>	Contemporary UN publication	Takes a balanced view stating that UN and South Africa both responsible for success	<b>Y/N</b>	X ref with A and C	Source takes balanced view but is a UN source	<b>Y/N</b>
<b>E</b>	Secondary source by an academic	Takes view that UN were successful because superpowers had withdrawn from region.	<b>N</b>	X ref with B and C	Source contains information which suggests that political climate conducive to success	<b>N</b>
	On balance assertion is not supported					

<b>Page 5</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2009</b>	<b>9697</b>	<b>32</b>

## Section B

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

Candidates have the opportunity to assess the role of Stalin in causing the Cold War in the period 1945 to 1949. Candidates may use the historical debate to explain their answer where they have the opportunity to refer to the traditional/orthodox and post-revisionist views. They may mention, in support of their case, the role of Stalin at Yalta and Potsdam, the Soviet takeover of Eastern Europe, the Berlin Blockade Crisis of 1948-9 and the Soviet A bomb in 1949.

However, candidates may balance this view with reference to the revisionist and post-revisionist views. They may mention the role of Truman and the Truman Doctrine and Marshall Plan. They may also mention the misinterpretation of motives by both sides. In each case reference to the historical debate should be supported by detailed factual evidence.

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

Candidates have the opportunity to refer to the role of the US policy of containment in the globalisation of the Cold War. They could mention some of the successes of containment; the defence of South Korea, the containment of communist influence in Latin America, sub-Saharan Africa before 1975 and Indonesia. They could contrast the success of this policy with the failure of Roll Back over North Korea. However, the policy of Roll Back was successful in Matsu/Quemoy Crisis of 1954. They may also mention the degree of success of the US policy of détente from 1969. The best responses will comment on the successes and limitations of containment, balance this against discussion of other policies and reach a supported judgement.

- 4 How far was the Korean War a success for the USA?**

Candidates have the opportunity to assess the US role in Korea from 1950-1953. Candidates may mention that Acheson's announcement that the Korean peninsula was outside the US defence perimeter in East Asia was a reason for communist aggression. Also, the US-led attack on North Korea in late 1950 was a major failure.

However, the US did respond rapidly to the Northern invasion and the US military saved South Korea from collapse. Also the US helped stabilise the border between the two Koreas along the 38<sup>th</sup> parallel. From 1953 the US was committed to the military defence of South Korea and extended the Cold War to Asia.

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

Candidates are required to assess the role of Gorbachev in the fall of communism in Eastern Europe. Gorbachev's policies of Glasnost and Perestroika failed to reverse the economic decline of the USSR which had an adverse effect on communist rule in Eastern Europe. Also Gorbachev's diplomacy in trying to get a reduction in nuclear weapons suggested a new liberal view by the Soviet leadership. Finally, Gorbachev's decision to abandon the Brezhnev Doctrine and replace it with the Sinatra Doctrine meant that revolutions in Eastern Europe would succeed due to lack of Soviet military intervention.

However, candidates may mention other factors such as the failure of communist regimes in Eastern Europe to develop support, the role of Solidarity, the actions of the Hungarian government in opening its borders with Austria in the summer of 1989 and the actions of the DDR (East German) government following the deposition of Hoenecker. In order to achieve the highest bands candidates need to weigh up Gorbachev's responsibility against other factors and reach a supported judgement.

<b>Page 6</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2009</b>	<b>9697</b>	<b>32</b>

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

Candidates have the opportunity to assess the degree of success or failure of the control and development of nuclear weapons.

Candidates can mention the development of ICBM, MRBM and SLBM as examples of how nuclear control failed except for development of MAD. They may also mention the development of theatre nuclear weapons in the early 1980s in Europe including SS20, Pershing II and Cruise. Candidates may also mention the proliferation of nuclear powers even with the Non-Proliferation Treaty of 1968. They could mention the acquisition of nuclear weapons by Israel, Pakistan and South Africa.

To counter this argument they may mention the SALT I and II treaties and the START treaties of the 1980s and discuss the effectiveness of these in controlling or reducing the numbers of US and Soviet nuclear weapons.

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

Candidates have the opportunity to assess the role of the US in the global economy from 1945. They could mention that the US was the largest economy throughout the period. In the early period the US helped the western European economy to recover from WWII. The US also gave preferential treatment to Japan in trade in the 1950s. However, US dominance was affected by the recovery of West Germany, Japan and the rise of the EEC. By the 1970s the Bretton Woods system was collapsing and the US was adversely affected by the oil crises of the 1970s. Also, in the 1980s, US dominance was affected by the rise of the Asian Tigers in manufacturing. However, in 1991, with the US economy entering its tertiary stage it was still in a dominant position, but not as dominant as it had been in the 1945 to 1970 era.

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

Candidates are required to assess the effectiveness of international aid for the developing world. Candidates may differentiate between different types of aid. Aid from country to country was affected by corruption and also linked the developing world to the developed world in a dependent way. This could have led to a failure to develop domestic manufacturing and encouraged dependence on a specific western economy. Military aid which helped destabilise the developing world can also be discussed. Candidates may mention aid by NGOs which funded specific projects, such as health and education and which had a beneficial effect. Candidates should consider positive and negative aspects in their responses before reaching a substantiated conclusion.