

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Advanced Subsidiary Level and GCE Advanced Level

**MARK SCHEME for the October/November 2010 question paper
for the guidance of teachers**

9697 HISTORY

9697/33 Paper 3, maximum raw mark 100

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

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International Examinations

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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 more organised more effectively.
5	11–13	Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the requirements of the question. The approach will lack analysis and the quality of the description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the answer will be unbalanced.
6	8–10	Essays will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries that lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question.
7	0–7	Essays will be characterised by significant irrelevance or arguments that do not begin to make significant points. The answers may be largely fragmentary and incoherent. Marks at the bottom of this Band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points.

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Section A

- 1 Source-based question: THE UNITED NATIONS AND THE HUNGARIAN UPRISING OF 1956. How far do Sources A–E support the view that US President Eisenhower was responsible for the UN's failure to take more effective action over the Hungarian Crisis?**

	Content	Analysis L2–3		Evaluation	L4–5	
A	Reply by Soviet-backed Hungarian Government to UN Resolution. Contemporary source – 1956.	UN had tried to take some action, but was foiled by lack of support from Hungarian Government.	N	Agrees with B that UN lacked authority to take action.	No mention of USA or Eisenhower. UN's limitations caused by the terms of its own Charter.	N
B	Eisenhower's own reflections in 1969.	Eisenhower wanted to take action but couldn't due to geographical issues, lack of support from European allies and no mandate from UN.	N	Agrees with A that UN lacked authority to take action. Agrees with C that there was nothing USA could do. Agrees with D that European allies not keen to get involved. Disagrees with E, which claims USA could have taken action.	UN's own fault for not providing a more effective mandate for action. If USA had taken action, could have led to major war. But Eisenhower scarcely likely to blame himself.	Y/N
C	Views of American historian, 1984.	Agrees with Eisenhower that there was nothing he could do.	N	Agrees with B that there was nothing USA could do. Disagrees with E, which claims USA could have taken action.	Eisenhower had helped to create the Hungarian uprising through propaganda and talk of 'liberation'. This made the role of UN harder.	Y
D	Views of Hungarian historian, 2000.	Britain, France and USA did not want to get involved in Hungarian Crisis. USA (and therefore Eisenhower) only partly to blame.	Y/N	Agrees with B that European allies not keen to get involved. X ref with A – not able to find out what was going on in Hungary due to UN observers being refused admission.	Self interest of Britain and France undermined UN attempts to take effective action. But USA (and therefore Eisenhower) saw Middle East as more important than Hungary. Hungarian writer likely to resent attitude of the big powers to Hungarian problem.	Y/N
E	Views of Hungarian-American academic, 2003.	Claims that Eisenhower could have taken action to make USSR back down.	Y	Disagrees with B and C by claiming that USA could have taken action.	Eisenhower was weak. US policy at UN was to let Hungary and USSR sort it out themselves. Writer likely to resent the weak response of USA.	Y
	On balance assertion is not supported.					

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

These answers will write about the UN's involvement in the Hungarian Crisis 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.

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Section B

2 To what extent was the Truman Doctrine a turning-point in the development of the Cold War in the years from 1945 to 1949?

Candidates are required to assess the significance of the Truman Doctrine in the development of the Cold War. In their answers candidates may make reference to the on-going historical debate on the Cold War. They may mention the revisionist view which places emphasis on the role of the USA, and in particular President Truman, at the centre of the development of the Cold War. They may argue that the Truman Doctrine was significant in this development as it was effectively the first formal declaration of American intent to resist what it saw as Soviet expansionism in Eastern Europe. The Truman Doctrine established the containment policy which was to characterise subsequent American actions both before and after 1949. Allied with the Marshall Plan and American determination to protect its own economic interests, the Truman Doctrine set the USA on a path of formal opposition to the USSR. Indeed, many historians would see the Truman Doctrine as marking the start of the Cold War.

The counter to this argument candidates might suggest that the Cold War had clearly already started before the introduction of the Truman Doctrine. Political, economic and ideological differences were already evident at the Yalta and Potsdam Conferences, and these were inflamed by Truman's atomic diplomacy and Stalin's takeover of Eastern Europe. Churchill's 'iron curtain' speech made it clear that the Cold War was already in existence. Kennan's telegram advocated American resistance to what the West perceived as Soviet expansionism and was, therefore, fundamental in the establishment of the Truman Doctrine. Candidates may argue that the Berlin Blockade has a better claim to be a turning point in the development of the Cold War, since it marks the first time that the USA and the USSR came into direct conflict with each other.

3 'The Cold War did not become truly global until after the Cuban Missile Crisis of 1962.' How far do you agree?

In support of the hypothesis, candidates could mention that before 1962 the Cold War was centred largely on Europe and Asia. They may state that the Korean War made the Cold War more global by extending it beyond Europe into the Far East and South East Asia. However, the Cuban Missile Crisis extended the Cold War into the Americas and, after 1962, the Cold War was extended to Africa and the Middle East. Moreover, the Cuban Missile Crisis saw the USA and the USSR in direct confrontation, whereas this had not been the case in earlier issues such as the Korean War.

In challenging the hypothesis, candidates could argue that the Cold War did become 'truly global' as soon as it developed outside Europe. Whilst the Korean War did not involve direct confrontation between the USA and the USSR, it did involve the United Nations and, therefore, soldiers from many areas of the world. Moreover, both superpowers were already active in the Middle East and the USA had already become involved in Vietnam prior to 1962. Similarly, fear of communism had led the USA to become involved in issues in the Americas (e.g. Guatemala), whilst both the USA and the USSR had significant involvement in the Congo before the Cuban Missile Crisis.

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4 ‘The US played a much more significant role than the USSR in the Arab-Israeli Conflict in the years from 1948 to 1991.’ How far do you agree?

Candidates may mention that the USA recognised the state of Israel in 1948 and US volunteers helped establish the Israeli state. Also the USA became the main arms supplier to Israel after 1956. Historically, the USA has viewed Israel as a crucial political and economic ally in the oil-rich Middle East and has provided a higher amount of financial and military assistance than any other country. The USA has also been one of the leading nations to encourage, facilitate and arbitrate peace agreements between Israelis and Palestinians. Accordingly, US diplomatic initiatives helped end the Yom Kippur War and led directly to the Camp David Accords of 1978–9 and subsequent Arab-Israeli Agreements in the 1980s.

By contrast, the USSR, whilst officially anti-Zionist, supported the creation of Israel and arms from the Soviet bloc were crucial to Israel in the 1948 Arab-Israeli War. However, after the mid-1950s, the USSR unequivocally supported Arab states rather than Israel and provided them (in particular Egypt and Syria) with weapons and military aid, with profound effects on the Six Day War of 1967 and the Yom Kippur War of 1973.

5 How far did the collapse of communist rule in Eastern Europe in 1989 cause the collapse of the USSR by 1991?

Candidates are required to assess the reasons for the collapse of the Soviet Union. They may mention that the collapse of communist rule in Eastern Europe from the autumn of 1989 re-ignited nationalist sentiment in the Baltic States and Transcaucasia which helped fragment the USSR and led to the creation of the CIS. It could also be argued that it exacerbated political fragmentation within the USSR under Yeltsin.

However, candidates may argue that the collapse of communist rule in Eastern Europe was itself caused by the same issues which were to lead to the collapse of the USSR. Economic stagnation, made worse by a costly, ineffective war in Afghanistan and Reagan's enhancement of the USA's nuclear programme, left Gorbachev little option but to reform. The Brezhnev Doctrine was no longer sustainable, and it was this which led to the resurgence of latent nationalism both in Eastern Europe and within the USSR itself. The impact and ultimate failure of perestroika and glasnost meant that the USSR collapsed from within.

6 How far did nuclear weapons provide international stability during the Cold War?

Candidates have the opportunity to assess how far nuclear weapons stabilised international relations. Initially, the explosion of the Soviet atomic bomb in 1949 led directly to NSC 68 and US military build up in the early 1950s. However, the development of the concept of Mutually Assured Destruction, following the Cuban Missile Crisis of 1962, meant that neither of the superpowers would risk war with each other for fear of a nuclear exchange. The Cuban Missile Crisis led directly to the Partial Test Ban Treaty of 1963 and the Molink. It also acted as the catalyst for the Non-proliferation Treaty of 1968. By the early 1970s the development of ABM systems led to the SALT treaties which maintained stability.

However, it could be argued that the deployment of SS20s and Pershing II and Cruise missiles in Europe in 1982 and 1983, led to instability prompting a Soviet response to Operation Able Archer in November 1983. In addition this was linked to the SDI which helped destabilise superpower nuclear relations. Moreover, the balance of nuclear power arguably led to further proxy wars which clearly encouraged international instability.

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7 To what extent was the growth of the global economy from 1945 to 1991 the result of the increasing adoption of free trade policies?

Candidates may mention the impact on the global economy of the Bretton Woods system of 1944. The creation of GATT helped free up world trade and was a major contributory factor in the development of the post-war boom. The impact of GATT and then the WTO had a positive impact on the growth of international trade.

However, candidates may mention the importance of protectionism in countries such as Japan and the impact on other regional economic areas such as the EEC. Candidates may also mention that there were other reasons for the growth of the global economy. For example, the Japanese economy benefited greatly as a result of 'special favours' from the USA and from the impact of the Korean War. Similarly, many of the newly emerging economies, such as those of the Asian Tigers, were successful because of specific local factors. Moreover, when the global economy was suffering recession in the 1970s, many countries moved towards protectionism.

8 How far was the success of the Asian Tiger economies the result of government policies?

Candidates have the opportunity to assess the reasons for the rise of the Asian Tigers with a particular focus on the extent to which growth resulted from government policy. Candidates may mention South Korea, Taiwan, Hong Kong, Singapore and/or Malaysia. Between the 1960s and 1990s, they were noted for maintaining exceptionally high growth rates and rapid industrialisation.

Government policies played a significant role in this expansion. Governments pursued an export-driven model of economic development, with the exportation of goods to highly industrialised nations and the discouragement of domestic consumption through policies such as high tariffs. Governments singled out education as a means of enhancing productivity and also favoured the development of new technologies in textiles and electronics. Developing a skilled work force enabled the Asian Tigers to specialise in areas where they had a competitive advantage; Hong Kong and Singapore became international financial centres, South Korea and Taiwan became world leaders in Information Technology. Moreover, governments were prepared to protect nascent industries.

However, the Asian Tigers also benefited from the availability of cheap labour with the characteristics of enterprise and hard work. This, together with the highly developed education system, gave the Tigers a major advantage over potential adversaries. Moreover, they were able to exploit difficulties faced by western economies due to outdated plant and poor industrial relations which caused them to have relatively lower productivity.