

HISTORY

Paper 9671/01
New Zealand History 1800-1900

General comments

All candidates were able to tackle the paper in a positive manner. The source-based section again proved to be the more challenging part of the examination, with many candidates taking a rather formulaic approach and dealing with most sources at face value. However, there was evidence of a greater awareness of the need to evaluate sources and some development in candidates' ability to do this. Answers to the essays in **Section B** were generally well informed, but did not always address the specific requirements of the questions asked. Candidates' choice of questions seemed to indicate some move away from the almost universal focus on the early contact and immediate post-1840 periods that has characterised answers in previous years.

Comments on specific questions

Section A

Question 1

Candidates experienced little difficulty in comprehending the sources and in indicating whether or not, at face value, they supported the hypothesis. The greater awareness of the need to evaluate sources usually resulted in little more than stock references to their provenance. Even with cross-reference, candidates often seemed unaware that the purpose of the exercise was to cast light on the reliability of claims made within the sources. However, there were a few indications in answers that evaluating the purpose of a source can be a fruitful approach and Source A, for example, lent itself well to this.

Section B

Question 2

Most answers provided some definition of who constituted agents of 'vice and virtue', but the most usual weakness was in failing to focus adequately on reasons why these dominated Maori-Pakeha relations. Few answers noted that the agents of vice came to New Zealand for exploitative purposes. Sealers, whalers and traders were usually accurately given as agents of vice, while missionaries represented the forces of virtue. Few answers questioned this over-simplification; traders, for example, did not necessarily see themselves as being in competition with missionaries, though perhaps there is more truth that missionaries saw themselves as in a struggle against the agents of vice. Most answers were actually narratives of contact, rather than an evaluation of reasons for competition.

Question 3

Answers should have assessed the extent to which the issue of full imperial control, as opposed to other factors, was at the heart of conflicts between 1843 and 1860. Better candidates did address this, making the point that conflict could have other causes, such as clashes over contested ownership of land. The origins of the conflicts were therefore complex and defied the simple categorisation suggested by the question. Weaker answers tended to rely on narratives of the conflicts with implicit acceptance that they were about establishing imperial control.

Question 4

This was not simply a question about the outcome of conflicts, though weaker answers wrote about little else. More effective responses considered a variety of criteria by which the idea of being 'conquered' could be judged, and were able to provide balanced arguments looking at the extent of any such conquest. Certainly war and disease, with the resulting population decline, plus the impact of 'legal' measures to deprive Maori of their land, provided material for an argument that they were defeated, this view even being accepted by some Maori. Alternative arguments were possible, for instance the development of Maori movements and institutions and moves to preserve Maori heritage, however these were overlooked by most candidates.

Question 5

Few answers attempted any real assessment of how far the New Zealand economy was characterised by a goldrush mentality. There was an almost universal assumption that it was, with appropriate examples given to support this view. Many answers lacked a clear definition of what a goldrush mentality might be; here the assumption was that it was more or less a synonym for 'boom and bust', which is close but not quite the same. The weakest answers took the question literally and wrote about little other than gold.

Question 6

Almost all answers suffered to some degree from a lack of focus on the question that was actually asked. Instead of looking at how far *political* developments had created a fully independent nation by 1900, most answers consisted of *economic* material. Indeed, some responses showed almost no awareness at all of relevant political changes. Some candidates noted that political independence could not be divorced from economic independence, but all too often this idea was implied rather explicitly discussed.

Question 7

The few answers to this question focused on the poorer English migrants who were viewed as arriving *en masse*. There was almost no discussion of migrant waves of other ethnicities.

Question 8

The candidates who answered this question usually had a good grasp of the 'long depression' and the measures taken by the Liberal government to alleviate suffering. Liberal legislation was known in some detail, as well as the extent to which it remedied social problems.

HISTORY

Paper 9671/02

Modern European History 1789-1939

General comments

The overall standard of the scripts was satisfactory although there was considerable variation between candidates. Examiners were pleased to read some outstanding work that reflected a very high level of understanding and the ability to present arguments effectively. The weakest candidates were disadvantaged by their lack of knowledge, which prevented them from making satisfactory judgements about the questions.

The most creditable candidates noted the key words in questions. For example, the key words in **Question 2** about the French revolutionaries were '*aims*' and '*change*'. These provided clear clues as to the organisation of answers. Some less satisfactory responses included narrative descriptions of events in France but did not deserve high marks because they did not address the issues of aims and change directly. In **Question 4** about Bismarck, the key words were '*champion of Prussia's interests*' and '*German nationalist*'. Some accounts of German unification could have been improved if candidates had used their knowledge to highlight these issues.

Better candidates paid attention to the dates specified in questions. **Question 2** was about the period from 1789 to 1793 in France. High marks could be awarded to answers that covered all of this period but some essays would have benefited if they had gone further than explaining the aims of the revolutionaries in 1789. **Question 4** ended in 1871 and Examiners could not give credit to accounts of Bismarck and Germany after unification in that year.

The more successful candidates displayed a high level of skill in handling the Source-based question. They followed the advice on the Question Paper '*to pay particular attention to the interpretation and evaluation of the Sources both individually as a group*'. Comments on the extracts were linked consistently to the hypothesis that candidates had to consider. Sources were cross-referenced to show how they agreed or disagreed with each other. For example, in **Question 1**, Source A claimed that the Serbian government discouraged extreme violence against Austria whereas Source D accused the Serbian government of fermenting trouble. Weaker answers summarised the Sources without assessing them and references to the hypothesis were limited to introductions and conclusions.

Candidates are advised to plan their essay answers briefly so that they can organise their work effectively. It is also a good idea to devise an outline of the Sources to show how far they support or contradict the hypothesis. This will help to group them in the essay. Introductions and conclusions are helpful but should be short. The best introductions immediately address the question and indicate the main lines of argument. They avoid unnecessary background. Conclusions should be short summaries of the arguments or can include links to other relevant issues.

Comments on specific questions

Section A

Question 1

This was a Source-based question on the general topic of The Origins of World War I, 1870-1914. Candidates were given five Sources and were asked to examine the claim that *'The Serbian government was to blame for the increasing tension with Austria before World War I'*. The general standard of the answers was satisfactory and Examiners read some that deserved high marks. More credit was given when candidates began by grouping the Sources; C, D and E supported the claim, whilst Sources A and B disagreed. The weakest answers only summarised or paraphrased the extracts. The more commendable responses used the Sources to support arguments about Serbia's guilt or innocence. A discriminating factor was the level of assessment evident with the best candidates using the provenance of the material and their knowledge to evaluate Sources instead of simply taking them at face value. Higher marks were awarded when such assessment was linked to the argument. For example, when considering Source A, is it true that Serbia had made strenuous efforts to curb anti-Austrian nationalists? Some candidates gained credit for considering how widespread support for violence in Serbia actually was. Others used Source D, which mentioned the Balkan crisis of 1912-13, to explore the background of tensions between Austria and Serbia. Some candidates omitted a conclusion or wrote only that the Serbian government was, or was not, to blame. Conclusions do not have to be long but they should provide some explanation of the overall judgement.

Section B

Question 2

The key issue to consider was the changing aims of the French revolutionaries from 1789 to 1793. The question required candidates to consider how far, and for what reasons, the aims changed. Examiners were pleased to read a number of essays that deserved high marks because of their combination of arguments and appropriate knowledge. Among relevant factors that were considered were the reactions of Louis XVI and his courtiers, the worsening economic situation, internal conflict between supporters of radicalism and strong counter-revolutionary groups, and foreign intervention. Some saw the Flight to Varennes as a decisive turning point in the decision to execute the King. More moderate answers sometimes contained narrative descriptions of developments that made few references to the aims of the revolutionaries. These were implied more than explicit. Most candidates were able to describe satisfactorily the reasons why Louis XVI was executed. A characteristic of the best answers was their success in explaining the aims of the revolutionaries in 1789. Some weaker answers stopped at this point and did not deal with the period to 1793 while a few went beyond the specified period.

Question 3

The key issue was the claim that the most important cause of the Industrial Revolution was changes in technology. Good candidates provided examples of developments in the Industrial Revolution from at least two of Britain, France and Germany. Some weaker answers did not refer to any country and answers in the middle range discussed only Britain. The highest marks were awarded when essays focused on the causes of the Industrial Revolution, assessing them and putting them into order of importance. It was not required to agree that the most important factor was changes in technology - candidates could argue that other causes were more important - but a mark in the higher bands needed a clear discussion of this element because it was stated in the question. Candidates discussed how early advances in technology, including new machines such as the Spinning Jenny, increased production. They also required fewer workers and caused unemployment in the short run although this spare manpower was available for other industrial processes. Steam power, including railways, was identified as another major technological advance. It enabled larger factories to be built. The railways transported increased volumes of materials. Some candidates gained additional credit by discussing other causes of the Industrial Revolution. For example, capital investment was necessary to fund factories and larger enterprises. An increased population provided the necessary workforce, which could not resist the pressures imposed by businessmen for much of the nineteenth century, and it also provided a larger market for goods. A few answers strayed beyond the key issue to discuss the effects of the Industrial Revolution. The general standard of answers was sound.

Question 4

The key issue was whether Bismarck was more a champion of Prussia's interests or a German nationalist. The question offered these two alternatives and good candidates considered both. However, Examiners did not require that the answers should be evenly balanced for high marks. It was possible to devote more time to the favoured interpretation. However, to achieve high marks it was necessary to consider the other view, with an explanation of why it was less convincing. Some moderate or weak answers opted for one side of the argument, usually that Bismarck was a champion of Prussia's interests, without explaining and evaluating the other claim. Some excellent essays argued that he used nationalism as a means of winning support from groups within Prussia, such as the Liberals, and from the southern states who were suspicious of Prussian dominance but more antagonistic to Austria and France from 1866. A few candidates made good use of the constitution of the new German Empire to show how Prussia's power was embedded in the new Germany. Weak answers were sometimes able to tell a fairly accurate story of the period from 1862 to 1871 but lacked explanation of either Prussia's interests or of the role of German nationalism.

Question 5

The key issue was to consider the problems that faced European countries in establishing overseas colonies. The question offered candidates two alternative regions that they should deal with and a few candidates went outside the terms of the question by dealing with both. Some weaker answers described problems but did not link them to any region outside Europe. Previous reports have recommended that answers to questions on New Imperialism need to include overseas examples. On the other hand, Examiners were pleased to read answers that were analytical, focused on relevant issues and supported by appropriate knowledge. The best answers put the problems in order of priority whereas more moderate responses tended to present the problems as a list. The first approach was more effective, making it easier for candidates to assess the problems as the question required. For example, it might have been valid to suggest that different languages presented difficulties for Europeans but this was not a major issue when compared with other problems. The overall quality of the answers was satisfactory.

Question 6

The key issue was to consider why Nicholas II's reforms after the 1905 Revolution did not prevent a revolution in February 1917. The quality of many answers was good. Credit was given when candidates explained the nature and effectiveness of the reforms that were introduced after the 1905 Revolution, for example the October Manifesto. Some of the strongest responses noted the reforms that then followed the October Manifesto. Although the period from 1906 was generally one of reactionary policies by Nicholas II, there were signs of reform, especially in economic spheres. Most answers noted the ways in which the changes were negated by the Tsar. For example, the Fundamental Laws reaffirmed the Tsar's autocracy. The Dumas became ineffective. Reforming ministers such as Witte and Stolypin received little support from Nicholas II whilst incapable ministers who were willing to go along with reaction were favoured. Most candidates were able to refer to World War I but some did not explain sufficiently why it helped to bring about a revolution in Russia. Some answers were weakened when they were uncertain about the February revolution, exaggerating the roles of Lenin and the Bolsheviks, and some continued into irrelevance by writing about the revolution in October 1917.

Question 7

The key issue was the extent to which Hitler's popularity to 1939 was dependent on his foreign policies. Candidates could argue that other factors, such as economic and social policies, were more important but to achieve a high mark they needed to show an adequate knowledge and understanding of foreign policy. A commendable proportion of answers handled this aspect well. They traced developments from Hitler's views on the Versailles settlement, which helped him to gain and consolidate power, to the expansionist policy of the later 1930s. Some answers made claims that were unclear, for example about the use of terror. They described repression and terror but did not explain how they helped to make Hitler popular. The role of propaganda was usually explained well. A satisfactory number of candidates could explain other policies effectively. Some candidates gained credit when they explained how and why particular policies appealed to specific social groups. For example, Hitler's anti-communism was more popular among the middle class, the business community and the army than among industrial workers. The overall standard of the answers was sound.



Question 8

The key issue was whether Lenin and Stalin were Marxist rulers. Many candidates took the sensible step of explaining first what could be expected of a Marxist ruler. The discussions of Lenin and Stalin were usually satisfactory but some weaker answers forgot about Marxism after the introduction and contained only general descriptions of the leaders' policies. The better answers were reasonably balanced between Lenin and Stalin while weaker answers explained one or the other. Whilst more successful candidates dealt with a range of issues, moderate responses focused only on economic changes. They would have been improved if they had also discussed political structures, issues such as the one-party state and the personal dictatorship of the leaders. When dealing with Lenin, many responses considered the significance of the change from War Communism to the NEP. Sections on Stalin explained the implications of the suppression of the peasantry in a supposedly Marxist country.

HISTORY

Paper 9671/03

Southeast Asia: From Colonies to Nations 1870-1980

General Comments

Many candidates produced good quality answers to the source based question and there were some very pleasing responses to **Questions 2 to 8**. However, some problems with timing remain in that some candidates did not allow sufficient time for their final answer and so this was hurried, with an inevitable decline in standard. Timing is a key feature of examination technique which candidates must appreciate. It is vital that candidates have both a solid factual knowledge of each topic and then use this subject material in an analytical manner to answer the specific questions asked. Each answer is worth 25 marks and so timing and coverage are both very important. Examiners were pleased to see some excellent scripts that were a credit to both the candidates and their teachers. The general impression of the standard of responses was that it has improved slightly on previous years.

Specific Question Comments

Section A

Question 1

This compulsory question required the candidates to examine and interpret five sources and answer the question "*How far do sources A-E support the view that Singapore was primarily responsible for the separation from Malaysia?*" To gain access to Band 3 the candidates must use the sources to show that there are two sides of the argument to consider and discuss. To achieve a mark in Band 5 the candidates must use the source content but also evaluate the strengths and weaknesses of the sources. To gain a Band 6 mark there must be an overall evaluation of the sources and a summative conclusion, possibly with an alternative hypothesis presented. Many candidates achieved Band 3 but fewer made the transition to the higher bands. To do this requires both an understanding of the sources and also good examination technique. Evaluation can be achieved by a study of the nature, origin and purpose of the material and also by contextual knowledge, or indeed both.

Section B

Question 2

This essay question required candidates to examine the various factors which acted as motivators for the Colonial powers in their search for colonies. Candidates could examine British involvement in the Malay States and Singapore, or the Dutch in the East Indies as examples of economic motivation. They could have discussed the British acquisition of Upper Burma as a strategic and political acquisition to protect India. French Indo-China could have been examined as a strategic base, indeed the Straits Settlement of Singapore could be considered for the same reasons. The essence of a good answer was to examine the thesis that it was economics that motivated colonisation but that there were also other factors. As well as analysis, plenty of regional examples were required to support the essay. This was a popular question and well handled by most candidates.

Question 3

This essay required candidates to assess the impact of colonial rule on the traditional trading networks of Southeast Asia. They could include the pre-capitalist trading networks associated with commodities such as lumber, spices, fish and foodstuffs which existed before colonisation and consider how these changed as a result of colonial rule. It was relevant to discuss the development of the oil industry in Lower Burma, the growth of the tin and rubber industries in the Malay Peninsula, the development of rice production in Cochin

China and the European trade networks with China via Singapore and the Straits Settlement. They could also have mentioned the production of rubber and the exploitation of oil in Indonesia.

Question 4

The focus of this essay was on colonial rule and its impact, in particular on social change. Candidates had the opportunity to discuss the reasons for migration in the period 1870 to 1941. As the date parameters would suggest this question offered candidates the opportunity to assess an issue over a long period of time. In support of the assertion, candidates might have mentioned the development of cities such as Kuala Lumpur, Saigon, Hanoi, Singapore and Batavia/Jakarta and give examples of how the growth of cities encouraged migration. In particular candidates might have mentioned the migration of Chinese from coastal China. Candidates could also mention other causes such as political factors, for instance the movement of population from Southern China into Burma and French Indo-China as a result of political instability in China in the 1920s.

Question 5

This question allowed candidates to discuss the reasons behind the rise of nationalist movements. It is a tried and tested topic which is popular and grips the imagination of candidates. Clearly there were some areas where the actions of colonial governments encouraged the development of nationalist movements; Singapore and French Indo-China are good examples. Discussion of the Kuomintang and the communists in Singapore before the war would be relevant. British policy associated with pay and discrimination was central to the development of nationalist groups. In French Indo-China nationalist movements were linked to exploitation of the agricultural sector and in particular in the Red River area and Mekong Delta. Candidates could also have mentioned the Dutch East Indies. A counter argument could have been included using Thailand, as the 1932 Democracy Movement was not linked to colonial oppression.

Question 6

The focus of this essay was on reasons for decolonisation. Candidates were not allowed to use Singapore as an example. In support of the question candidates might have stated that the rapid defeat of the British, Dutch and Americans undermined western colonial control of Southeast Asia. As a result, from 1945 onwards, colonial governments considered relinquishing control in Southeast Asia. A clear example of this is the British withdrawal from Burma in 1948. The USA's withdrawal from the Philippines could also be mentioned in this context. The granting of self-government to the Malay States in 1957 had an indirect link to the war. However, in French Indo-China and Indonesia colonial governments were determined to reassert their control and as a result, although nationalist movements developed decolonisation mainly occurred due to an inability to restore effective control after 1945. Again this question was popular and well handled by most candidates.

Question 7

This was not a popular question and was rarely attempted. Candidates had the opportunity to assess the success of the newly created states in developing a strong national culture. Against the proposition candidates could have cited the creation of Malaysia and the decision to expel Singapore in 1965. They might also have mentioned the problems faced by the Burmese government in its relations with ethnic minorities in areas such as the Shan States. The division of Vietnam was an example which could have been explored. Muslim insurgency in The Philippines could have been discussed. When supporting the assertion useful examples could be taken from Singapore, Indonesia under Sukarno and also Thailand.

Question 8

This was not a popular question and was only attempted by a few. Candidates had the opportunity to discuss the role of government in the economies of the newly independent states. In support of the question they could have stated the example of Vietnam (North Vietnam from 1954 to 1975 and then the whole of Vietnam to 1980). They might have also mentioned Laos and Cambodia under authoritarian governments from 1970 to 1980. Finally the authoritarian control of Burma and its poor economic growth under military rule was relevant. To counter the argument they could have mentioned the governments of Malaysia and Singapore, who helped to foster rapid economic growth and the conditions that enabled them to do this. The Philippines could also have been examined.

HISTORY

Paper 9671/04
International History 1945-1991

General Comments

Whilst the overall standard of the scripts was satisfactory, the examination paper produced a wide range of responses in terms of quality. Examiners were encouraged to note that many candidates were able to sustain an excellent standard throughout all four of their responses, displaying clear evidence of their ability to make informed historical judgements. On the other hand, there were a number of scripts which displayed a marked lack of appropriate knowledge and understanding.

The compulsory Source-based question (**Section A: Question 1**) requires quite different skills from those needed for the essay questions in **Section B**, and it is desirable that this question be answered first. Those candidates who attempted **Question 1** as their second, third or final response generally did less well than those who addressed it first. Whilst the vast majority of candidates were able to find arguments to both support and challenge the hypothesis, relatively few were able to go beyond face value and interpret the Sources fully in their historical context.

In **Section B**, the most popular choice was **Question 2**, a relatively straightforward question on the causes of the Cold War, followed (in order of popularity) by **4** and then **3** (both relating to aspects of the globalisation of the Cold War), **5** (a specific question regarding the ending of the Cold War), **6** (on attempts to control the nuclear arms race), **7** (on the global economy) and **8** (on the developing world). Only a small minority of candidates attempted **Questions 7** or **8** and responses to these questions were invariably weak.

In general, responses to the essay questions were of higher quality than those for **Question 1**. The majority of candidates were able to display evidence of sound factual knowledge, but this was often deployed in a narrative or descriptive manner, without directly addressing the specific requirements of the question. The most successful candidates were able to use their knowledge and understanding to produce well-structured, clearly focused, balanced and analytical essays, often making effective use of appropriate quotations from specific historians or text books and supporting their points with well chosen detail.

Pleasingly, all candidates took note of the rubric instruction not to answer both **Question 3** and **Question 4**.

Comments on specific questions

Section A

Question 1

The United Nations and Namibian Independence

How far do Sources A-E support the view that Namibian independence was achieved because of the efforts of the United Nations?

This question required candidates to use the Sources as evidence to test the validity of the hypothesis. The vast majority of candidates were able to use the information contained within the Sources to construct a logical response to the question. Most stated that Source A was supportive of the UN's role in Namibian independence, showing how the Security Council was at last able to operate effectively. Source B was usually seen as challenging the hypothesis, since it contained heavy criticism of the way in which the UN handled the issue. Source C was interpreted as being supportive of the role played by the UN, despite the very difficult circumstances which it encountered, causing it to be '*one of the most demanding*' operations in which the UN had been involved. Most candidates felt that Source D provided a balanced view, claiming that Namibian independence was a '*triumph for the principles that are in the Charter of the United Nations*', but also praising the '*statesmanship and realism*' of the President of South Africa. Source E provoked mixed

responses, many candidates claiming that it confirmed the successful part played by the UN, with others claiming that success had only been possible because the superpowers had withdrawn from the region.

However, in order to achieve higher marks for this question, candidates were required to go beyond such face value interpretation of the Sources. It was necessary to analyse the Sources in their historical context, evaluate their provenance and cross-refer between them. For example, the speech in Source A was delivered before Namibia had gained its independence and therefore is not able to comment on the role which the UN played in achieving it. Many candidates were able to deploy their own knowledge of improving superpower relations during the Gorbachev period of the late 1980s to explain why the Security Council was now able to work more effectively, cross-referencing Source A with Source E to substantiate this point. Moreover, many candidates pointed out that, since this was a speech by the UN Secretary-General on the auspicious occasion of receiving the Nobel Prize for UN Peacekeeping, it is scarcely likely to contain any defamatory remarks about the UN. Similarly, many candidates pointed out that while Source C is highly supportive of the hypothesis, it is from a UN publication which might have a vested interest in demonstrating the UN's successful role in Namibia; this might explain why it makes no reference to the negative views of the Non-aligned countries (Source B), nor to the significance of changing superpower relationships (Sources A and E) nor the role played by the President of South Africa (Source D).

Only a very small minority of candidates achieved Level 6, the top level of performance for **Question 1**. They did this by stating, usually in the final paragraph, that the quality of evidence either for or against the hypothesis was stronger on one side of the argument. This was achieved by evaluating the evidence (beyond face value) on both sides of the argument and then explaining how and why the quality of evidence differed. Alternatively, after offering an effective evaluation of the Sources, candidates were able to use the argument presented to suggest a change in the hypothesis. Generally, this took the form of stating that changing circumstances in international politics were the key to the successful attainment of Namibian independence, since this explains why it took from 1978 (UN Resolution 435, as mentioned in Source E) until 1989 for its achievement.

Section B

Question 2

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

This question required candidates to display knowledge and understanding of the causes of the Cold War in Europe, and to assess the relative significance of Stalin's role.

The vast majority of candidates displayed sound knowledge of events in Europe following the end of the Second World War, and most recognised that the hypothesis reflects the traditional or orthodox view of the outbreak and early development of the Cold War up to 1949. Many noted that the post post-revisionist viewpoint, which has developed due to the recent availability of new sources, also supports the hypothesis in the question. Most candidates were able to provide appropriate examples of Stalin's aggressive policies such as his attitude at the Yalta and Potsdam conferences, the Soviet takeover of Eastern Europe and the Berlin Blockade crisis of 1948-9. Disappointingly, having produced evidence to support the view that the Cold War would not have occurred had it not been for these policies, a large number of candidates failed to see the need to achieve balance by analysing other interpretations of events. More effective responses also explored the revisionist view that the USA was primarily responsible for the onset of the Cold War due to its desire to exploit a market place in Europe ('dollar imperialism') and to Truman's aggressively anti-communist actions such as the Truman Doctrine, Marshall Plan and possible ulterior motives for deploying the atom bomb in Japan). Similarly, many candidates mentioned the post-revisionist argument that the Cold War was caused by the misinterpretation of motives by both the USA and the USSR.

Candidates who wrote in general terms about the historical debate surrounding the causes and early development of the Cold War, without constructing a balanced argument focused on the specific needs of the question, did not score highly. The most effective responses contained relevant analysis, supported by precise, accurate and detailed examples.

Question 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.

This question required knowledge and understanding of the various policies which the USA deployed in order to deal with the perceived communist threat between 1950 and 1980, together with the ability to engage in comparative analysis in order to evaluate whether, and to what extent, containment was more successful than the other strategies.

While there were a few very impressive responses to this question, the vast majority tended to be significantly unbalanced. Although many candidates were able to demonstrate a reasonable degree of understanding of what containment was trying to achieve and were able to give wide-ranging examples of its successes and failures, very few were able to compare and contrast its effectiveness with that of other policies, such as roll back and détente. Most responses tended to evaluate how successful containment was, rather than comparing its degree of success with that of other policies. Many candidates were unable to differentiate effectively between the various strategies, most commonly confusing containment and roll back. For example, many responses claimed that containment failed in Korea because the USA was unable to take control of North Korea and her troops were forced back to the 38th parallel.

As a result a large number of candidates underachieved in this question despite being able to display considerable knowledge of US involvement in many areas of the world (South-East Asia, Africa, Latin America and the Middle East) and throughout the entire period from 1950 to 1980.

Question 4

How far was the Korean War a success for the USA?

This popular and often well answered question required candidates to display knowledge and understanding of the USA's involvement in the Korean War and to deploy this in order to provide a reasoned and focused response.

The vast majority of candidates demonstrated sound knowledge of the Korean War and the role which the USA played within it. Weaker responses tended to offer heavily descriptive accounts of the war, with little reference to the actual question. More effective answers were highly analytical regarding American successes and failures, supporting points with solid factual evidence and sustaining a reasoned argument throughout. The best responses realised the importance of establishing American motives, especially in view of Acheson's announcement that the Korean peninsula was outside the US defence perimeter, as a means of deciding criteria upon which to develop a relevant argument. In general, candidates concluded that the USA was successful in containing communism, keeping South Korea from collapse, re-gaining some initiative following the fall of China to communism and enlisting the support of the United Nations. Balance was maintained by showing how the strategy of roll back failed to secure North Korea and that the USA was now fully committed to the military defence of South East Asia, a factor which was subsequently to lead to the USA's disastrous experience in Vietnam.

Question 5

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

This popular question required candidates to display knowledge and understanding of the collapse of communism in Eastern Europe, and to evaluate the relative importance of Gorbachev's reforms as a causal factor.

Responses to this question varied greatly in terms of quality. The weakest answers tended to concentrate exclusively on providing narrative accounts of Gorbachev's reforms of Glasnost and Perestroika, in varying degrees of detail and accuracy, with no reference to their impact on Eastern Europe. Many candidates showed how Gorbachev's reforms led to political opposition and the August Coup of 1991, thus leading to the collapse of the Soviet Union itself. However, the specific issue of Eastern Europe was often ignored. More effective responses showed how the reforms failed to reverse the economic decline of the USSR and demonstrated the impact which this, together with Gorbachev's decision to abandon the Brezhnev Doctrine, had on Eastern Europe. The very best responses achieved a well-focused balance by placing Gorbachev's actions in full context and demonstrating the inter-connections between the factors which led to the collapse

of communism in Eastern Europe. Factors discussed included American pressure on the USSR regarding the arms race, the development of nationalism and separatism throughout the Soviet Union, the failure of communist regimes in Eastern Europe, the role of Solidarity, the actions of the Hungarian government in opening its borders with Austria and the actions of the East German government following the deposition of Honecker.

The vast majority of candidates were extremely knowledgeable on the factors leading to the collapse of the Soviet Union and especially the policies adopted by Gorbachev. However, relatively few were able to display genuine understanding of Gorbachev's motives in carrying out these policies or their specific impact on Eastern Europe.

Question 6

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

A detailed knowledge and understanding of the various attempts to control the proliferation and development of nuclear weapons over a prolonged period of time was required and it was necessary to reach a conclusion regarding the success or failure of these attempts. The quality of responses varied enormously. However, with the exception of a few highly impressive answers, the vast majority tended to be entirely descriptive in character, with very little focused analysis.

Most candidates adopted a chronological approach, outlining the terms of treaties with varying degrees of detail and accuracy. Many candidates displayed considerable confusion over the details of the various treaties and talks, whilst most interpreted the question as referring exclusively to the arms race between the USA and the USSR rather than offering a more general appraisal. Very few outlined the aims and objectives of negotiations and treaties, a vital pre-requisite in any attempt to establish whether or not they were successful, leading to numerous unsupported assertions, such as *'the Non-Proliferation Treaty of 1968 was a failure'*. A large number of candidates spent too long outlining the terms of the START talks, ignoring the fact that these talks took place outside the time frame established in the question.

The best answers were more carefully focused on the requirements of the question and displayed the ability to analyse the impact of various attempts to control the proliferation and development of nuclear weapons.

Question 7

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

This question required candidates to display knowledge and understanding of the global economy between 1945 and 1991, and to evaluate the relative importance of the role played by the USA within it.

Most of the small number of responses displayed only a limited knowledge and understanding of the global economy. Answers were characterised by the presence of many unsupported assertions. Only a very few responses were able to show that the USA was the dominant economy throughout the period, but that its dominance was adversely affected after the 1970s due to the collapse of the Bretton Woods system, the oil crises, the recovery of Germany and Japan and the rise of the Asian Tigers.

Question 8

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

This question required candidates to display knowledge and understanding of the types of international aid provided to the developing world, together with an analysis of the impact of this aid.

Virtually all responses (and there were few) were characterised by confusion regarding the scope and requirements of the question. There was considerable misunderstanding of what the 'developing world' entails and very few candidates were able to show how many types of international aid merely maintained 'developing world' economic dependency on western economies. Many generalised statements were made regarding the misuse of international aid due to corruption, but no specific examples were given to substantiate the points made. Similarly, while some mention was made regarding the beneficial effects of aid from Non Government Organisations, no specific examples were forthcoming.

HISTORY

Paper 9671/05

The History of Tropical Africa 1855-1914

General Comments

Most candidates addressed their chosen questions with careful attention to the tasks specified. They were able to demonstrate a grasp of the syllabus by choosing questions from West, Central and East Africa, although some candidates began or finished an answer outside the dating of the paper (1855-1914) and a few candidates were unable to place dates in the correct century.

There were still some candidates whose economical use of paper left no margins for examiners to record marks or annotations, and some who failed to identify the number of the question chosen at the start of their answer. All candidates managed their time well, realising how damaging a brief last question could be to their final grade.

The most popular Questions were 5, 8 and 9. The least popular Questions were 4, 6 and 10.

Generally candidates did not use the work of historians effectively. Merely adding the names of scholars to basic facts is not advised. However the use of scholars' opinions in an argument can be impressive. Candidates should be aware that it is rarely mark worthy to write a conclusion which simply summarises what they have written, while a concluding paragraph which evaluates the weight of the arguments used and reaches a judgement can benefit an answer considerably. Candidates who are able to distinguish between long-term and immediate causes, show linkage between factors and rank significance when referring to results will always be duly rewarded.

Comments on Specific Questions

Question 1

What lasting effects did the slave trade have upon the states and people of West Africa? How far did the transition to legitimate trade affect the economic and social development of that region?

Some candidates did not focus sharply enough on 'lasting effects' in the first part of their answer and some confused 'abolition of slave trade' with 'transition to legitimate trade'. Many candidates were able to distinguish between 'social' and 'economic' effects, which was commendable.

Question 2

Explain why Seyyid Said moved his capital from Oman to Zanzibar. What were the nature and extent of Arab influences upon East Africa following this move?

Many candidates did not give enough specific details in their answers, especially to support their analysis in the second part of the question. Some candidates were not aware that there were Arab traders on the East African coast before Seyyid Said arrived and that he took over existing trade. This was the catalyst for significant expansion of Arab influence, both along the coast and into the interior, and these features should have been the focus of most of the essay. Few candidates distinguished between positive and negative influences, or short and longer-term ones.

Question 3

What factors favoured the growth of Islam and Christianity during this period? Explain the emergence of 'independent' African churches.

Few candidates scored highly on all three elements of this question. Some linked Islam and Christianity together when the factors should have been clearly distinguished. Some omitted one or the other. Few analysed the reasons why independent African churches emerged, preferring to give a descriptive account of the churches instead.

Question 4

Should the work of David Livingstone be regarded as the remarkable achievements of a determined explorer and missionary or as the basis for the colonial exploitation which followed in East and Central Africa?

The candidates who selected this question produced very vague, general assessments.

Question 5

How and why did Menelik establish and maintain his position in Ethiopia? Was his success due more to his own skills and abilities or to external factors?

This question was the most popular but candidates often failed to select appropriate material and many adapted past essays; some comparing Menelik with previous rulers, others including a comparison with Samori (neither of which were relevant). The question contained clear guidance on what was required, breaking the first section down into 'establish' and 'maintain'. The second section was split between 'skills and abilities' and 'external factors' and although most addressed the former, few candidates achieved a balance by also assessing 'external factors' and reaching a judgement. Some interpreted external factors as contacts with foreigners (which was worthy of some credit), but what was required was an assessment of factors outside Menelik's own personality, skills or abilities. The incompetence of others, the asset of having good military commanders, the mountainous terrain and the inheritance from his predecessors were all relevant. Interpreted in this way, candidates could have found much to write about and achieve the required balance.

Question 6

Compare and contrast the achievements of Lewanika and Prempeh I in maintaining the essential interests of, respectively, the Lozi and Ashanti nations.

Words such as 'compare', 'contrast', 'achievements' and 'essential interests' should have been identified by candidates as key elements of the question and they should have structured their responses to deal with each of these features. Candidates who chose this question, rarely achieved a balanced treatment of both leaders. Most responses dealt with similarities, ignoring the hint in the question to 'contrast'.

Question 7

Within this period, did West Africans benefit more from the French system of Assimilation and Association than from the British system of Indirect Rule?

This was a popular question which caused unexpected problems. Most candidates understood 'Assimilation' and wrote about its benefits. However, they lost marks by linking it with 'Association' each time they referred to it, showing no understanding of sequential factors – the French moved on to Association and practised it in quite different geographical areas from the 4 communes of Senegal. Association should have been given separate treatment and also have been seen as different from the British system of Indirect Rule. Similarities and differences between all three systems should have been evaluated. Candidates' responses tended to be along the lines that because it bought privileges and treated Africans as equal to Frenchmen, Assimilation was therefore very good; Indirect Rule only used chiefs, ignored ordinary people and did not bring education, infrastructure or equality with British administrators and was therefore bad. Unless candidates were able to see both negative and positive features of each system they did not score highly.



Question 8

Were the Ndebele-Shona Wars of 1896-97 the result of local administrative and natural problems or did they reflect a wider resistance to the colonial exploitation of Central Africa?

Many candidates could explain the grievances of both Ndebele and Shona, although sometimes they did not distinguish which was which. The problem arose when 'local administrative' was dealt with and there was some confusion in writing about the white settler problems and the whole issue of 'colonial exploitation'. Those candidates who could see something of the wider perspective, for instance how Ndebele and Shona joined together in inter-ethnic rebellion, how local religious leaders incited resistance to colonial oppression and that the presence of British officials was increasingly onerous, scored high marks. Those who could go on to evaluate whether the grievances against the British South Africa Company were just local quibbles over land, or part of a much wider potential resistance to colonialism in Rhodesia/Central Africa, achieved the intended focus.

Question 9

What economic and political considerations led to 'the scramble for Africa'? Assess the results of this scramble for Africa.

This was a very popular choice. Many candidates gave a list of economic and then political causes but few saw that the focus of the question was why the scramble for colonies happened immediately after 1884. The big jump from general informal empires to colonial administrations, with all the intense activity this entailed was not identified. General causes were credited but were not enough on their own. Better candidates saw the Berlin West Africa Conference as a significant division between informal and formal empires and were able to identify accelerants to the scramble such as the activities of Leopold II and de Brazza. To assess results candidates should have discussed the doctrine of 'effective occupation', as well as offering an explanation of immediate and more long-term results.

Question 10

Explain, with examples from West Africa, how local educational and social organisations became a resource for nationalism.

There were a few excellent responses to this question. Candidates who were able to write confidently about emergent nationalism and the educated elite in West Africa around 1900 scored high marks.



HISTORY

Paper 9671/06

The History of the USA c 1840-1968

GENERAL COMMENTS

All rubric requirements were complied with and few candidates failed to answer four questions. It was clear that candidates had been well prepared by their teachers. The general standard was sound and Examiners were pleased to see some excellent scripts. The characteristic these shared was that they addressed the question rather than the topic and put forward reasoned arguments, backed up by high quality supporting evidence. However, descriptive and narrative answers were still too common and these failed to address the questions directly, relying on imparting information on the topics and confining any analytical comment to introductory and concluding remarks. A number of candidates did not address **Question 1** first. This is a risky strategy as this question involves different techniques from the essay questions in **Section B**. There is a substantial quantity of material to read before an answer can be started and if tackled later in the paper, time constraints may be present.

COMMENTS ON SPECIFIC QUESTIONS

Section A

Question 1

'John Brown was not a heroic martyr but an irresponsible criminal.' Using Sources A-E, discuss how far the evidence supports this assertion.

The majority of responses had little difficulty in attaining Level 3 by using the five Sources at face value and applying them to the stated hypothesis, both confirming and contradicting it. However, few candidates went on to interpret the Sources in their historical context. Many candidates drew attention to the fact that Source A was from a newspaper in Richmond, Virginia which was later to be the capital of the Confederacy and that Source C was from a border state which had slavery but which remained loyal to the Union. Source B, however, was not seen in context or closely examined. Very few candidates considered the purpose of the raid (to incite a slave rebellion in Harper's Ferry) and linked this to the question. Candidates overlooked the facts that no slaves joined Brown's band of twenty men and that the first person killed by the raiders was actually a slave. This makes Brown's stated intention *'to incite slaves to rebellion or to make insurrection'* very much special pleading. Few candidates seemed aware that Wendell Phillips (Source D) was an extreme abolitionist whose views were by no means typical of Northern opinion. The claim that Brown stooped to kiss a Negro child on his way to the scaffold is pure imagination on Phillip's part. Most candidates recognised that Source E was the most objective, with Sources A to D being stated very much in the heat of the moment. Discussion of the hypothesis was unconvincing and sometimes illogical. Few candidates examined what was meant by *'irresponsible'*. The reaction to the raid in both North and South made secession much more likely and this point is clearly made at the end of Source E. A number of excellent responses were able to attain Level 6 by arguing the case for a revised hypothesis. Brown was clearly a martyr and a very brave man, being prepared to sacrifice his own life for his ideals, but this did not necessarily confer on him heroic status.

Section B

Question 2

What caused America's rapid territorial expansion in the 1840s?

The most common approach to this popular question was to provide a straightforward narrative with the issue of causation often overlooked. The biggest single factor in expansion was the Mexican War, which resulted in the United States becoming a transcontinental power and gaining a vast quantity of territory. The question of why the US went to war was frequently ignored. The doctrine of Manifest Destiny was correctly discussed as a key factor but needed deeper exploration as it can be interpreted either as an idealistic movement or a cloak for imperialism. Most answers dealt with the Mormon trek and some with the Oregon question. President Polk was correctly identified as an important factor in expansionist policies. A surprising number of responses failed to mention railroad development, although this was a secondary, rather than a primary factor. Turner's 'frontier thesis' was discussed by some, as was the lure of cheap land for new settlers.

Question 3

To what extent was Reconstruction a failure?

This proved to be a very popular question and the overwhelming majority of answers correctly concluded that Reconstruction was at best only partially successful. Slavery was abolished and the 13th, 14th and 15th Constitutional Amendments gave the same legal footing for the freed slaves as whites, in theory at least. Better answers pointed out that Reconstruction had two different aims, reintegrating seceded states and eradicating the slave culture, which were not always compatible. However the land question, which was of crucial importance, was evaded. One clear failure of Reconstruction was in doing nothing to conciliate the vast majority of impoverished white men who had never owned slaves and who had suffered terribly during the Civil War. The role of President Johnson was not handled well, few pointing out how precarious his position as a Southern Democrat with no electoral legitimacy was. He had little interest in the welfare of African-Americans, aside from the abolition of slavery and there was constant deadlock between the President, who favoured a soft policy towards the Rebels, and the Radical Republicans who dominated Congress and who favoured a hard line. The fact that it was in the electoral interest of the Republicans to prevent the restoration of democratic voting rights in the former rebel States was overlooked by most candidates. Better answers were aware that the 1877 Compromise meant the effective end of Reconstruction; the North lost interest in the Southern blacks and the Southern States were free to deny them basic civil rights.

Question 4

Why did organised labour have so little impact on American society from 1865 to 1917?

This question was addressed by very few candidates. The Knights of Labor and the American Federation of Labor, which were the main labour organisations, were ignored and answers were characterised by generalisation.

Question 5

Examine the reasons for the civil rights of Native Americans being largely overlooked for most of the period 1895-1968.

Answers correctly identified the main factors which made effective political action difficult for Native Americans; their geographical isolation, the lack of unity between the different nations and their small number in relation to the total population of the US. Their political influence was slight and it was only in 1924 that all Native Americans became US citizens. Few responses pointed out that their aspirations were quite different from those of African-Americans. Native Americans generally wanted to retain their traditional way of life and also the return of their land. Better scripts pointed out their failure to produce effective political leaders, although none explored why this was the case. Most answers focused heavily on African-American aspirations which occupied the centre of the political stage in the struggle for civil rights but which was only marginally relevant to this question. Successful legal battles were overlooked, although better answers discussed the American Indian movement.

Question 6

Which groups benefited most from the New Deal and which the least?

A positive start to this question would have been to provide an outline of the aims and intentions of the New Deal. It is best characterised as a highly interventionist series of programmes by the Federal Government to kick start the US economy into recovery from the Great Depression, covering the period from 1933 to 1940. The measures taken had no coherent and consistent underlying philosophy and were often contradictory and improvised. Candidates seemed ill at ease in confronting this question and attempting to draw up a balance sheet of those who gained and those who lost would have been a help in planning a response. Those who benefitted most were the unemployed, although 19% of the work force was still out of work by 1937, the labour unions whose membership and legal status increased greatly, the banking system which was rescued from oblivion and poor farmers threatened with foreclosure. One of the biggest beneficiaries was the Democratic Party, becoming the dominant force in the US Government and with FDR gaining control of the Supreme Court. The losers included the upper middle classes who paid high levels of tax. Africa-Americans and women were largely neglected by legislation. It is debatable whether the New Deal rescued the American economy and way of life and it has often been suggested that the start of war in Europe in 1939 led to recovery. Disappointingly few candidates considered this controversy.

Question 7

Discuss the view that the Spanish-American War marked the emergence of the United States as a world power.

Answers relied heavily on description and narrative, rather than on analysis and explanation. The term '*world power*' is not self-evident and should have been clarified at the outset. As a result of the Spanish-American War, a short and unequal conflict, the US acquired new possessions and territories such as Puerto Rico, Guam, the Philippines and Cuba, which in effect became a client state. The concept of '*emergence*' was not really explored. The 1898 war was the first one between the US and a European power since the War of 1812. According to Secretary of State, Hay it was a '*splendid little war*' and its decisive result signalled that America's importance in world affairs had increased greatly. Most scripts drew attention to Theodore Roosevelt's mediation in the Russian-Japanese war of 1905. Many answers argued that it was the First World War which marked US emergence as a world power but did not prove their case. A minority of candidates noted that by 1900 America had become the largest industrial economy in the world hence it was inevitable that the United States would play a more active part in world affairs.

Question 8

Analyse the reasons for the dramatic change in social attitudes and lifestyles that occurred in America in the 1960s.

Responses were characterised by a lack of clear understanding. Two quite different factors should have been considered; first, what were the dramatic changes in lifestyles in the 1960s and secondly, what were the reasons for these changes? The first aspect was handled indifferently with emphasis on civil rights to the exclusion of all else. It was clear that the 1950s had been a conservative decade in all respects, whereas the lifestyles of young people in the 1960s were quite different. A good example that was overlooked was that draft dodging was unheard of in the Korean War, but became quite commonplace during the military involvement in Vietnam. The reasons for such changes were neglected, which meant that responses could earn at most Band 4. Reasons for the changes include the long economic boom from 1945 onwards which had brought much greater prosperity, the huge expansion of higher education, the television coverage of the Vietnam War, identification with the Civil Rights struggle and developments such as the contraceptive pill. The new wave of popular culture, particularly in music, played a part in all of the above and was symptomatic of the changes which were taking place.