

MARK SCHEME for the November 2005 question paper

9697 HISTORY

9697/01

Paper 1

maximum raw mark 100

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

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

CIE is publishing the mark schemes for the November 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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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 marks, Examiners will normally award the middle mark, 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.

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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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SOURCE-BASED QUESTION: ANALYSIS AND EVALUATION

The Kaiser and other German politicians were determined to go to war in 1914.
Use Sources A - D to show how far the evidence confirms this statement.

	CONTENT	ANALYSIS [L2-2]	EVALUATION [L4-5]	CROSS- REFERENCE TO OTHER PASSAGES	OTHER (e.g. Contextual knowledge)
A	Y	Y Kaiser accepted the inevitability and necessity of war.	Y Cambon states that his report is based on extremely reliable evidence but N The report is written by a French Ambassador, hostile to Germany. On balance, its reliability is dubious.	N – Source B Y - Source C N - Source D	Y von Moltke was also in favour of war. The Kaiser was influenced by the military.
B	N	N Source is a personal attempt by William II to avoid war. The Kaiser correctly refers to Russian mobilisation. Y The source ignores Germany's responsibility for the crisis.	N The Source, a personal telegram, probably reflects accurately William II's attempt to avert war. Y The source ignores Germany's responsibility.	N - Source A N - Source C Y - Source D	N Germany strongly backed Austria against Russia.

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C	Y	Y The source highlights the responsibility of Germany, which was greater than that of its allies.	Y The source was a report by Germany's enemies after the war. It blames Germany and its allies completely, ignoring the roles of other countries.	Y - Source A N - Source B N - Source D	Y Germany did invade Belgium. N The source is very one-sided.
D	N	N The source claims that William II and his leading ministers did not want war.	Y The source was from a German's memoirs and was probably written to justify German actions. N The facts and description in the second paragraph may be true and point to German miscalculation	N - Source A Y - Source B C - Source C	N The Kaiser and his ministers probably did not imagine the sort of war that would be waged. Y William II was probably guilty of misjudgment in his handling of the situation. The source ignores the responsibility of the German military.

N.B: These responses indicate only one way to analyse and evaluate the passages. Alternative arguments can be proposed, as long as they are soundly based. Key: Y and N, i.e. the source supports or challenges the hypothesis.

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SECTION A:

THE ORIGINS OF WORLD WAR I, 1870 - 1914

1 Source-Based Question

L1 WRITES ABOUT THE HYPOTHESIS, NO USE OF SOURCES

[1-5]

These answers write generally about the causes of World War 1 but will ignore the key issues in the question, i.e. they will not use the sources as information/evidence to test the given hypothesis. For example, they will not discuss *'The Kaiser and other German politicians were determined to go to war in 1914'* but might make only general points about the causes of the war. Include in this level answers which use information taken from the sources but only in providing a summary of views expressed by the writers, rather than for testing the hypothesis.

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.

For example, *'The Kaiser and other German politicians were determined to go to war in 1914. Source A states that the Kaiser and von Moltke believed that war was inevitable. This is supported by Source C, which attributed the most important responsibility for the outbreak of the war to Germany and Austria-Hungary, especially because of the invasion of neutral Belgium in which Germany took the lead. The Kaiser had not been a peace-maker. Source B claims that the Kaiser did not want war and this is confirmed by Source D but Nicholas II did not make a sufficient effort to reassure Russia. Or alternatively, 'The Kaiser and other German politicians were not determined to go to war in 1914. Source B is evidence that the Kaiser wished to avoid war and he describes Germany's actions as defensive rather than aggressive. He is extremely anxious to avoid a conflict. Source D describes the reactions of some leading German politicians. Von Billow shared Bethmann-Hollweg's opposition to the war whilst the writer states that William II did not want a war and that his warlike statements were not meant seriously.'*

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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 disconfirm it. However, sources are used only at face value.

For example, *'There is evidence for and against the claim that the Kaiser and other German politicians were determined to go to war in 1914. Source A shows that the Kaiser and his Chief of Staff believed that war was necessary and that they would do nothing to prevent it. This is supported by Source C which completely condemns Germany, and especially the Kaiser, for the war. Indeed, hostilities were commenced before war was declared and Belgium, a small neutral country, was invaded. On the other hand, Source B does not support the claim because William II was intervening with Nicholas II to prevent the outbreak of war. Germany's policies were defensive and he placed the prior responsibility for the growing tension on Russia. Source D describes the bewilderment among German politicians when war broke out. William II was under considerable personal pressure whilst the German Chancellor was clearly against war.'*

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 face value.

For example, *'It is more accurate to conclude that the Kaiser and other German politicians were not determined to go to war in 1914. Although Source A is critical of German politicians, especially William II, the Kaiser, and von Moltke, the German Chief of Staff, one cannot rely on its reliability for two reasons. First, it is an account of a conversation that has been reported to Cambon; he states that the source of the conversation was 'absolutely reliable' but we cannot be completely sure of this. Secondly, Cambon was the French Ambassador, a representative of a government that was very hostile to Germany. Source B is a personal statement by William II in the form of a telegram to a fellow ruler and probably does indicate his wish to settle the argument with Russia. Source C is very critical of Germany but it was not an objective account because the Versailles settlement was dictated by Germany's enemies. Source D might well be biased because it is from the Memoirs of a leading German politician but the description of Bethmann-Hollweg's bewilderment is convincing. The writer is also persuasive in his description of William II.'*

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L5 BY INTERPRETING AND EVALUATING SOURCES IN CONTEXT, FIND 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 conformation and disconfirmation are done at this level).

For example, (L4 plus) '*...However, the sources can also be interpreted to show that the Kaiser and other German politicians should be blamed for the outbreak of the war. As Source A indicates, William II became more uncontrolled whilst von Moltke was a member of the German military class that welcomed war. The judgement in Source C that Germany had invaded Belgium and had therefore precipitated the war is accurate. Although Source D defends the Kaiser and the German Chancellor, it shows that they were incapable of preventing the outbreak of the war.*

L6 AS L5, PLUS EITHER (A) EXPLAIN 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 challenging or supporting the claim is more justified. This must involve a comparative judgement, i.e. not just why some evidence is better, but why some evidence is worse.

For example, '*Although there is evidence in the Sources both to challenge and support the claim that the Kaiser and other German politicians were determined to go to war in 1914, the more convincing case supports the claim. In spite of the probable bias in Source A, the description of William II is believable and it is very unlikely that Cambon completely misrepresented the conversation between the Kaiser, von Moltke and the Belgian King. The key claim in Source C, that Germany invaded neutral Belgium, is true and outweighs the possible exaggeration of the rest of the extract. This action was crucial in causing war to break out. The value of Source D is undermined by its provenance, the Memoirs of a German politician who would have wished to exonerate his country from any guilt in causing the war.*

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.

For example, '*An alternative explanation is that responsibility should be shared between German and other politicians. Sources A and C highlight German responsibility but Source B is acceptable evidence of William II's intervention to try to resolve the quarrel with Russia. Source C exaggerates when it puts the blame for the war 'completely on Germany and her allies'. For example, Serbia had done too little to curb the activities of nationalist groups against Austria-Hungary and Russia could have done more to defuse the situation. Although the accuracy of Source D must be qualified because of its provenance, its description of the leading German politicians shows that they may well have stumbled into war without intending to cause such a general conflict.*

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SECTION B

Essay Questions

- 2 Why, during the period 1789 to 1793, did Louis XVI fail to satisfy the demands of the French revolutionaries?**

The key issue is the failure of Louis XVI from the outbreak of the French Revolution to his execution. The question asks 'Why...?' and the highest marks, worth 18-20 or 21-25, should focus on analysis rather than description or narrative. Answers that are awarded 11-13 marks should demonstrate a basic understanding of the development of the Revolution throughout most of the relevant period but they might be vague about the particular role of the King. 14-15 marks can be awarded to answers that provide more factual detail but probably still in a highly narrative or descriptive form. There should be more information about Louis XVI. Louis' role should be examined more carefully in answers that are awarded 16-17 marks. The discriminating factor between answers worth 18-20 marks and those worth 21-25 will probably be the range of the argument. The best answers should consider the context in which Louis XVI found himself. Louis XVI reluctantly agreed to the early demands of the revolutionaries, for example the establishment of the Constituent Assembly and the Civil Constitution of the Clergy. However, he still tried to retain a veto over clerical measures and the Flight to Varennes (1791) confirmed suspicions of his insincerity. He was associated with royalist extremists and his wife, Marie Antoinette, was hated. War against foreign monarchies and demands such as the Brunswick Manifesto made people doubt the King's adherence to the revolutionary cause. There were also other factors that harmed the King, such as counter-revolutionary risings within France and the growing tensions between moderate and more extreme revolutionaries that led to the triumph of Robespierre and the Jacobins.

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- 3 Explain the conditions that were necessary in the nineteenth century for the development of an industrial economy. (You should refer to developments in at least two of the following countries, Britain, France and Germany, in your answer.)**

The key issue is the conditions for industrial development. The question requires candidates to refer to two countries; this is to discourage them from writing vague accounts. The answers might consider the availability of money for investment. They might examine the willingness to embrace new methods of production, especially through steam power. Large populations that were available to work in the growing industrial urban centres were needed. The attitudes of governments could be crucial. This might go a long way to explain why France lagged behind Britain and Prussia/Germany. 11-13 marks might be awarded to answers that contain some appropriate points about the development of industrialised economies but where the links with factual knowledge might be loose. 14-15 marks can be given to answers that clearly show an attempt to argue relevantly but which are heavily descriptive. There will be links between the explanation and the factual material but these might still be loose in places. There will be more deliberate explanation in 16-17 answers but, whilst there will be a genuine argument, they might lack depth in factual material. 18-20 marks and then 21-25 marks can be awarded to answers that are well focused on relevant explanations and in which the examples are convincing.

- 4 Explain why Prussia became the leading state within Germany by 1871.**

The key issue is the growing predominance of Prussia in Germany. The question asks 'Why...?' and the highest marks will be given to answers that are analytical. Candidates might consider Prussia's standing in 1815, for example its status as a leading power at the Congress of Vienna and in the making of the international settlement. Others might begin in 1848-49 with the revolution in Germany being seen as a turning point. Answers that begin with Bismarck's appointment to power in 1862 will be relevant but too narrow for a very high mark. A ceiling of 17 marks is suggested but excellent studies of Prussia under Bismarck might deserve up to 20. Before the 1860s, Prussia was less important than Austria but was the only possible counter-balance to the Habsburg Empire; those who wished to see Austria as less important in Germany could only turn to Prussia for leadership, as was proved in 1848-49. Prussia had a stronger economy than other German states; it led the Zollverein. Prussia was the only German state to have a significant army. The role of Bismarck will be discussed but answers that only consider developments from 1862 will probably not be able to deserve more than 11-13 marks because they will be limited in scope - perhaps 14-15 if argued very well. 11-13 marks will normally require a basic knowledge and understanding of developments over a reasonable extent of time. The narrative will be more detailed in answers that are worth 14-15 marks but there should be effective introductions or conclusions. 16-17 marks might be appropriate for answers that contain clear if intermittent explanation but where the analysis is still subordinate to good descriptive narrative. 18-20 marks will require more emphasis on analysis but these answers will be more uneven than those worth 21-25 marks. These answers will consider a range of relevant factors and will support the argument by good factual material.

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5 Were the motives for European imperialism in the later nineteenth century more aggressive than defensive? Explain your answer.

The key issue is the assessment of motives. Answers in the 11-13 band will probably contain generally relevant accounts of imperialism but the specific examples will be few and there will be little on aggressive/defensive beyond brief introductions or conciliations. 14-15 marks can be awarded to answers that rely heavily on description but where the argument is implied throughout most of the answer. The 16-17 band will be suitable for answers that show a fair attempt to combine argument and factual material although the end result might be uneven. 18-20 answers will be more focused on the demands of the question. The reasons might be assessed separately ('A was defensive, B was aggressive, C was defensive.') but the structure should be coherent. 21-25 marks can be awarded to answers that are better integrated. Sound judgment will be supported by appropriate examples: one of the characteristics of the answers in the middle and lower bands might well be that they make unsubstantiated if valid claims that need better support. There is no 'correct' answer as to whether a particular reason was aggressive or defensive; this will vary according to the candidates' argument. Britain saw itself as defensive because of its long history of imperial involvement; it regarded Germany as aggressive. On the other hand, Germany would argue that it was defending its interests. Economic expansion saw countries try to gain control of larger areas but they sought to gain the resources to enhance their economies. Humanitarian efforts might be seen as either defensive or aggressive: candidates might interpret them as evidence of cultural aggression. Certainly, the Europeans were aggressive as far as the colonised regions were concerned; these could do little to defend themselves and were not a threat as such.

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6 Assess the claim that, from 1900 to 1914, the tsarist regime in Russia was more successful in dealing with its economic than its political problems.

The key issue is the comparison of economic and political factors. For the highest marks, 21 - 25, examiners will expect balanced answers. 60:40 either way will be acceptable. 70:30 would normally lead to the award of one band lower than would otherwise be given. For 11-13 marks, answers should be expected to demonstrate a basic knowledge and understanding of either economic or political problems, usually the latter. The answers might be expected to be more detailed in the 14-15 band. The comparison might be limited to introductions, conclusions and occasional comments. The attempt to compare will be more apparent in the 16-17 answers but the narrative or description might be much stronger. The approach in 18-20 answers will be deliberately comparative although the end-result might be uneven. The structure of the answers should be coherent. 21-25 marks can be awarded to answers where the comparison/contrast is clear and well supported by factual material. Success in dealing with economic factors might be seen in the work of Peter Stolypin, appointed after his success in dealing with agrarian troubles. From 1906, he was first Minister of the Interior and then briefly Prime Minister. He encouraged the growth of the kulaks and brought about some reform in agriculture. Serge Witte was Minister of Finance to 1903 and later Prime Minister. He encouraged commerce and industry. Foreign loans were negotiated. Communications improved, for example the Trans-Siberian Railway. Railways almost doubled in this period. The volume of imports and exports more than doubled. Nevertheless, the Russian economy lagged behind those of other industrialised country and depended largely on an unreformed agrarian sector. There was some evident, but limited, success. Politically, the 1905 Revolution demonstrated the problems of the regime. Nicholas II's apparent concessions to moderation, for example, the October Manifesto and the Duma, did not mollify the extreme opposition. Even moderate reforms had little effect. The regime continued to be autocratic, relying on an implacable tsar and many inefficient and deeply conservative forces in the government. Candidates should note that the question ends in 1914. References to the period from 1914 to 1917 can be made briefly in a conclusion but should not be part of the central argument.

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7 How far, by 1939, had Hitler solved the problems that had faced the Weimar Republic?

The key issue is the comparison of Hitler's success with the failure of the Weimar Republic. Most candidates can be expected to provide at least an adequate account of Hitler's policies but the discriminating factor will be the success of answers in tackling the issue of problems and especially Weimar's problems. Answers in the 21-25 band should be reasonably balanced between the discussions of Weimar and Hitler. They should also be able to assess his success and failure, coming to a considered conciliation, because the question asks 'How far...?' Among the problems that might be considered was the legacy of Versailles, which represented the defeat of Germany. Hitler made this a central issue in his appeal to the Germans and in his policies after coming to power. He solved Weimar's problem of multiple political parties and governmental instability by enforcing one-party rule and suppressing dissent. His success in economic affairs is debatable. It is claimed that he was highly successful inasmuch as inflation fell and there was more employment but others claim that his success was exaggerated. The German economy was still very unbalanced. 12-13 marks can be given to answers that are highly descriptive and in which there is little overt comparison of Weimar and Hitler. Answers that show no knowledge of Weimar will find it very difficult to get to this band. 14-15 marks might be awarded to fuller descriptions but there will be some comparison, probably in introductions or conclusions. The 16-17 band will need a clear understanding of the demands of the question even if the execution of the argument is limited in a number of respects. The answers might lack depth in appropriate factual material. 18-20 marks can be awarded to answers that include deliberate comparison even if there is some unevenness. The best answers, worth 22-25 marks, will be consistent in quality for the most part and fully relevant. The factual material will be appropriate.

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8 Examine the similarities and differences between Marxism and Fascism/Nazism. (You should refer to developments in Russia and either Italy or Germany in your answer.)

The key issue is the comparison of Marxism and Fascism. An acceptable, but moderately successful, approach will be to deal separately with the two ideologies and supplement this with a few brief statements either in an introduction or conclusion that represents a comparison. A better structure might still be based on a sequential study but one that considers the same issues in turn; the comparison will be more deliberate here. The best way to tackle the question will be to adopt a more consistent comparison, highlighting issues such as leadership, attitudes to democracy and economic policies and linking these to Marxism and Fascism. The question asks candidates to refer to Russia and Germany or Italy to dissuade them from writing vague accounts. The quantity of such references might vary and will not determine the mark bands as such; the quality of the argument will be more important. For example, good discussions of the ideologies that are supported by brief references will normally be worth more than detailed descriptions of developments in Russia and Germany/Italy that reveal a limited understanding of political ideas. Answers should be reasonably balanced between Marxism and Fascism. 60:40 either way can deserve any mark band; 70:30 would usually lead to the award of one band lower than would otherwise be awarded. Marxism was based on the class struggle and on the primacy of economic forces. Capitalism and parliamentary rule gave power to the capitalist/bourgeois class. The proletariat would inevitably triumph but through revolution with the overthrow of the oppressors. Fascism was based more on nationalist than international foundations. It was not hostile to capitalism although it envisaged an important role for the state in directing economies. Like Marxism, but with a different justification, it opposed a democracy that might represent the views of different groups, hence its totalitarian tendencies. The leader, Führer or Duce, in theory embodied the will of the nation. 11-13 marks will require an adequate understanding of one of the ideologies. Most 11-13 answers will probably contain basic accounts of Marxism and Fascism. Fuller descriptions with implicit comparison might be worth 14-15 marks. The 16-17 band might be appropriate for answers that do make some salient points of comparison although there will be heavily descriptive passages. Whilst they might be uneven, answers that focus on comparison, supported by some largely accurate factual material, might qualify for 18-20 marks. More sustained comparisons might be awarded 21 - 25 marks.