

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

**9697 HISTORY**

**9697/02**

Paper 2, maximum raw mark 100

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

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

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

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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 a good solid answer has been provided.   |
| 3    | 16–17 | Essays will reflect a clear understanding of the question and a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation but there may be some heavily descriptive or narrative passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance and depth in factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence. |
| 4    | 14–15 | Essays will indicate attempts to argue relevantly although often implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions and conclusions. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be organised more effectively.   |
| 5    | 11–13 | Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the requirements of the question. The approach will lack analysis and the quality of the description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the answer will be unbalanced.      |
| 6    | 8–0   | Essays will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries that lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question.  |
| 7    | 0–7   | Essays will be characterised by significant irrelevance or arguments that do not begin to make significant points. The answers may be largely fragmentary and incoherent. Marks at the bottom of this Band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points.   |

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## Section A

### 1. Source-based question: THE SEPARATION OF SINGAPORE AND MALAYSIA, 1965.

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

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

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

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

***EITHER** I think Singapore was primarily responsible for the separation because in Source B Tunku suggests that Singapore was not willing to work with other Malaysian States and the central government. Also Source C states that Singapore was expelled because it was trying to underline the Malaysian Federation.*

**OR**

*I think Singapore was not primarily responsible for the separation. In Source A Lee Kuan Yew cites the Malays attempt to dominate the Federation at everyone else's expense. He states that Singapore was not alone and other states, notably Sabah, Sarawak, Penang and Malacca also had deep concerns about Malay views. This is supported in Source E which states that the Malays wish to dominate the Federation.*

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

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

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

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

**EITHER**

*Source A would oppose the assertion as it was produced by the head of government of Singapore at the time and states reasons why Singapore supported a multi-racial Malaysia. It also points out that other states had similar views to Singapore.*

*This can be cross-referenced with Source E which suggests that the Malays wished to dominate the Federation, so they were to blame.*

**OR**

*Source B suggests that Singapore was not ready to be part of a federation of states. As it was produced by the Prime Minister of Malaysia at the time it was likely to support the assertion. This can be cross referenced with Source C which is the actual declaration for expulsion made in August 1965. Also, in Source D there is an implication that Singapore was forced into an adversarial position because of internal reasons. This source was independent as it came from a London Times correspondent.*

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

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

L6 AS L5, PLUS **EITHER** (a) EXPLAINS WHY EVIDENCE TO CHALLENGE/SUPPORT IS BETTER/PREFERRED, **OR** (b) RECONCILES/EXPLAINS PROBLEMS IN THE EVIDENCE TO SHOW THAT NEITHER CHALLENGE NOR SUPPORT IS TO BE PREFERRED [22–25]

For (a) the argument must be that the evidence for agreeing/disagreeing is better/preferred. This must involve a comparative judgement, i.e. not just why some evidence is better, but also why other evidence is worse.

*The evidence is that opposition to the assertion was preferred because it stated the desire for Malays to be dominant. Contextual knowledge of the history of Malaysia since 1965 would support this contention. Also Sources D and E are of a more independent view than Sources B and C which give opposition to the assertion greater weight.*

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, *I believe the weight of evidence would suggest that both Singapore and the central government of the Malaysian Federation were equally to blame for the separation. Therefore, the hypothesis could be modified to state that both sides were to blame.*

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### Section B

**2 Assess the view that the motivation for colonial rule was primarily economic, in the period from 1870 to 1914.**

Focus: Colonial Rule and Impact/Establishment of a Modern State

Candidates have the opportunity to assess the motivation behind the establishment of colonial rule in the period 1870 to 1914.

In terms of economic motivation candidates may mention British involvement in the Malay States which led to the creation of the Residency system from the mid-1870s. This was associated with consolidating British trade and economic interests in the Malay Peninsula. Economic motivation was enhanced by the establishment of tin and rubber industries. Candidates may also mention the Singapore exemplar of establishing a trading/entrepot centre at the foot of the Malay Peninsula. The Dutch in the East Indies were also primarily motivated by trade and economics. However, candidates may mention that the British acquisition of Upper Burma, in 1886 was strategic and political, to protect the British Indian Empire. Also the French in Indo-China were motivated by the need to re-establish French international prestige following the 1870-1 war with Prussia.

Also candidates may mention that British involvement in Singapore and the Straits Settlements was also partly motivated by strategic reasons, such as to safeguard trade routes to China. British control of Sarawak through the Brooke Dynasty was partly political and partly economic.

**3 To what extent did the trading networks of Southeast Asia change in the period from 1870 to 1941?**

Focus: Colonial Rule and Impact: Penetration of Capitalism and Its Consequences

Candidates have the opportunity to assess the impact of colonial rule on the traditional trading networks of Southeast Asia. They may mention the period immediately prior to the advent of European colonisation and the pre-capitalist trading networks associated with commodities such as lumber, spices, fish and foodstuffs.

In the period 1870 to 1941 they may mention the development of the oil industry in Lower Burma, the development of the tin and rubber industries in Peninsula Malaya, the development of rice production in Cochin-China in French Indo-China and the development of trading networks to incorporate European trade with China via Singapore and the Straits Settlements.

They may also mention the impact of new networks on Indonesian trade through the production of rubber and the exploitation of oil.

**4 Assess the view that urbanisation was the main cause of migration within Southeast Asia in the period from 1870 to 1941.**

Focus: Colonial Rule and Impact: Social Change

Candidates have the opportunity to discuss the reasons for migration in the period 1870 to 1941. As the date parameters would suggest this offers candidates the opportunity to assess an issue over a long period of time.

In support of the assertion candidates may mention 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 may mention the migration of Chinese from coastal China.

Candidates may also mention other issues, for instance political factors, such as the movement of population from southern China into Burma and French Indo-China as a result of political instability in China from the 1920s.

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**5 To what extent was the rise of nationalist movements before World War Two a reaction to colonial oppression?**

Focus: Nationalism, Decolonisation and Independence

Candidates have the opportunity to discuss the reasons behind the rise of nationalist movements. Clearly, there were some areas where the actions of colonial government encouraged the development of nationalist movements. Singapore and French Indo-China are examples. These can include groups such as the KMT and Communists in Singapore before the War. British policies associated with pay and discrimination were central to this development. In French Indo-China movements were linked to French exploitation of the agricultural sector, in particular in the Red River area and the Mekong Delta. Candidates may also mention the Dutch East Indies. However, to counter this argument is the case of Thailand. The 1932 Democracy Movement was not linked to colonial oppression.

**6 Do you agree that World War Two made decolonisation inevitable?  
[Candidates may not use Singapore as an example]**

Focus: Nationalism, Decolonisation and Independence

Candidates have the opportunity to assess the reasons behind decolonisation. In support of the question candidates may state 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. The most clear example was the British withdrawal from Burma in 1948. Also candidates may mention the withdrawal of the United States from the Philippines. The granting of self-government to the Malay states in 1957 had an indirect link to the impact of the war. However, in French Indo-China and Indonesia colonial governments were determined to reassert their control. As a result, although nationalist movements had developed in these areas during the war, decolonisation only occurred due to an inability to restore effective colonial control after 1945.

**7 How successful have newly-independent states been in creating a national culture?**

Focus: Nation Building

Candidates have the opportunity to assess the success of newly-independent states in creating a strong national culture. Against the proposition candidates may cite the creation of Malaysia and the decision to expel Singapore in 1965. They may also mention problems faced by the Burmese government in its relations with ethnic minorities in areas such as the Shan States. They may also mention the problems associated with dividing Vietnam into communist and non-communist elements between 1954 and 1975. Candidates may mention the issue of Muslim insurgency in the southern Philippines. In support of the assertion candidates may mention Singapore; Indonesia under Sukarno and Thailand.

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**8 Assess the view that state participation in the economies of newly-independent states has always led to poor economic growth.**

Focus: Nation Building

Candidates have the opportunity to discuss the role of government in the economies of newly-independent states. They may state, in support of the question, the example of Vietnam (North Vietnam from 1954 to 1975 and the whole of Vietnam from 1975-1980). They may also mention Laos and Cambodia under authoritarian governments from 1970-1980. Finally they may mention the authoritarian control of Burma and its poor economic growth under military rule.

To counter the argument candidates may mention how the governments of Malaysia and Singapore helped foster conditions for rapid economic growth. Also they may mention that state participation in the development of the Filipino economy was limited, but so too was economic growth.