

**MARK SCHEME for the October/November 2011 question paper  
for the guidance of teachers**

**9697 HISTORY**

**9697/22**

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.

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

Cambridge is publishing the mark schemes for the October/November 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

<b>Page 2</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS/A LEVEL – October/November 2011</b>	<b>9697</b>	<b>22</b>

### GENERIC MARK BANDS FOR ESSAY QUESTIONS

Examiners will assess which Level of Response best reflects most of the answer. An answer will not be required to demonstrate all of the descriptions in a particular Level to qualify for a Mark Band.

<b>Band</b>	<b>Marks</b>	<b>Levels of Response</b>
1	21–25	The approach will be consistently analytical or explanatory rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by very appropriate factual material and ideas. The writing will be accurate. At the lower end of the band, there may be some weaker sections but the overall quality will show that the candidate is in control of the argument. The best answers must be awarded 25 marks.
2	18–20	Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that that a good solid answer has been provided.
3	16–17	Essays will reflect a clear understanding of the question and a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation but there may be some heavily descriptive or narrative passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance and depth in factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence.
4	14–15	Essays will indicate attempts to argue relevantly although often implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions and conclusions. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be more organised more effectively.
5	11–13	Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the requirements of the question. The approach will lack analysis and the quality of the description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the answer will be unbalanced.
6	8–10	Essays will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries that lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question.
7	0–7	Essays will be characterised by significant irrelevance or arguments that do not begin to make significant points. The answers may be largely fragmentary and incoherent. Marks at the bottom of this Band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – October/November 2011	9697	22

### Section A

**1 Source-based question: How far do sources A – E support the view that the PAP won the 1959 General Election because of its honesty and the quality of its election programme?**

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

These answers will write about the General Election of 30 May 1959 and might use the sources. However, candidates will not use the sources as information/evidence to test the given hypothesis. If sources are used, it will be to support an essay-style answer to the question.

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

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

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

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

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

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

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

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

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

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

For (b) include all L5 answers which use the evidence to **modify** the hypothesis (rather than simply seeking to support/contradict) in order to improve it.

<b>Page 4</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS/A LEVEL – October/November 2011</b>	<b>9697</b>	<b>22</b>

	<b>Content</b>	<b>Analysis L2–3</b>		<b>EVALUATION</b>	<b>L4–5</b>	
<b>A</b>	Secondary source by academic	Suggests weakness of opposition and PAP strengths	<b>Y/ N</b>	X Ref with B,C and D	Source useful as written 30 years after event by academic	<b>Y/N</b>
<b>B</b>	Contemporary PAP source	Takes view that PAP had effective programme	<b>Y</b>	X ref with D	Source may be biased due to authorship and motive	<b>Y</b>
<b>C</b>	Source by opposition leader 30 years after event	Takes the view that only negative tactics would stop PAP	<b>N</b>	X Ref A	Source useful as is confidential conversation	<b>Y/N</b>
<b>D</b>	Contemporary source by PAP leader	Takes view that PAP fought effective campaign	<b>Y</b>	X ref A and B	Source may be biased due to timing and motive	<b>Y</b>
<b>E</b>	Contemporary independent press source	Takes view that PAP engaged in intimidation	<b>N</b>	X ref C	Source may be independent but timing may aim to influence election	<b>Y/N</b>
	On balance assertion is not supported					

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – October/November 2011	9697	22

## SECTION B

### 2 'The establishment of colonial rule before 1914 was a result of strategic and political factors rather than economic considerations.' How far do you agree?

Candidates have the opportunity to assess the motivation behind the establishment of colonial rule in the period 1870 to 1914. In terms of strategic and political factors candidates may mention that British possession of Labuan and Singapore had a strategic dimension. The French occupation of Indo-China was motivated by a desire to avenge defeat in the Franco-Prussian War as part of a strategy to regain national prestige. The British decision to establish residencies in the Malay States was part of a forward policy under Disraeli's Second Ministry to establish political stability in the area. The British decision to acquire Upper Burma, in 1886, was an attempt to stabilise the eastern borderlands of the British Indian Empire. The US acquisition of the Philippines in 1898 as a result of the Spanish American War was also primarily strategic and political.

In terms of economic motivation candidates may mention British involvement in the Malay States which led to creation of Residency system from mid-1870s. This was associated with consolidating British trade and economic interests in the Malay Peninsula. Economic motivation was enhanced by 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 economic reasons. Also, British control of Sarawak through the Brooke Dynasty was partly political and partly economic.

### 3 To what extent did colonial rule have a positive impact on the economic development of Southeast Asia before 1941?

Candidates could mention that colonial rule led to the integration of Southeast Asia into the world trading network. 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. However, these developments led to the creation of a colonial labour force working under difficult conditions in many instances, breaking down traditional social and economic units and verging on economic exploitation. It also led to migration of populations, such as the Chinese and European entrepreneurs which caused social tension in areas such as Malaya and disrupted traditional patterns of economic behaviour.

To counter the argument candidates could mention the survival of traditional trading patterns in many inland areas of Burma, Malaya and the Dutch East Indies, also, in the case of the latter, the continuity in inter-island trade.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – October/November 2011	9697	22

**4 Assess the impact of urbanisation on the social development of South East Asia before 1941?**

Candidates may mention that urbanisation was mainly limited to areas linked to the international trading network such as Singapore, Kuala Lumpur, Malacca, Saigon, Hanoi, Manila, Batavia and Rangoon. Much of inland Southeast Asia was unaffected by a move towards urbanisation. These areas became the major economic centres of their respective regions leading to the creation of a local colonial upper class of Europeans/Americans. It also led to the creation of a significant indigenous trading/economic class which benefited from international trade and the establishment of new industries such as tea/coffee cultivation in the East Indies, oil in Burma and tin/rubber in the Malay peninsula.

Urbanisation also led to migration and the creation of significant Chinese communities in major urban areas such as Cholon next to Saigon and in Malacca, Batavia and Kuala Lumpur. This led to the rise in inter-ethnic tension.

**5 'Nationalist movements were dependent for their success more on the personality of their leaders than on ideology.' How far do you agree with this view?**

Candidates may mention the significance of the leadership of individuals such as Ho Chi Minh in the Vietnamese nationalist movement and Sukharno and Hatta in the Dutch East Indies. Here it could be argued that the personality of the leaders in question was very important for the success of the movement.

However in some areas ideology was highly significant. For example there were Islamic based nationalist movements in the Dutch East Indies which could be considered. Also Marxism was significant for the development of nationalism in French Indo – China.

Local circumstances were also highly significant and candidates could balance their responses by considering their importance in relation to leadership and ideology. External factors could be significant, for example the involvement and policies of the USA in the Philippines. In Burma there was no single leader of the nationalist movement therefore other factors can be considered more important. In Malaya local loyalties also proved to be very important.

The key to success in this question is to recognise the combination of leadership, ideology and local circumstances.

**6 To what extent were the colonial powers reluctant to decolonise?**

Candidates have the opportunity to assess colonial policy. During the Second World War British and Dutch officials began drawing up post war plans for a major handover of power after the war. In 1946 the Malayan Union was created and in 1948 the British gave independence to Burma and allowed it to leave the Commonwealth. However, the Dutch aimed to keep hold of the East Indies/Indonesia even under a new colonial relationship. Only after US/UN pressure occurred did the Dutch accept Indonesian independence in 1949. In the Philippines the US kept its pre-war promise of giving the islands independence in 1946 but not before assuring the rule of pro-US parties. A major European state that attempted to retain its empire by force was France. Only after the French Indo-Chinese War of 1946-1954 were the French forced to give up their colonial possessions.

<b>Page 7</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS/A LEVEL – October/November 2011</b>	<b>9697</b>	<b>22</b>

**7 How far was the military responsible for creating political and economic stability in newly-independent states?**

Candidates have the opportunity to assess the role of the military in creating political and economic stability in newly-independent states. In Indonesia the army repressed the Indonesian Communist party in 1965 – 1966 and replaced the Sukarno regime with Suharto. The PKI was eliminated as a political force and the military exercised control through Suharto. In Thailand the military took power following political and economic stability throughout the period. In Burma / Myanmar the military helped to preserve the unity of the state against regional separatist movements. However, although this brought about political stability, it came at the cost of social and economic development. Similarly in the Philippines the military helped prevent the breakaway of southern islands. In Cambodia, Khmer Rouge forces took power from 1970 with devastating social and economic consequences.

Candidates could also balance their answer by looking at other factors which may have brought about political, social and economic stability – such as civilian governments.

**8 How successful were moves towards regional co-operation between newly-independent states up to c. 1980?**

Candidates have the opportunity to assess the degree of regional co-operation up to 1980. In support of the idea of co-operation candidates could mention the creation of ASEAN in 1967 as an attempt to create an anti-communist bloc in Southeast Asia. Candidates could also consider what united ASEAN members as this was a loose and flexible organisation which may have made it more attractive. Over time the focus changed from being mainly about regional security to greater economic and political integration. However between 1967 and 1980 ASEAN had only limited success in bringing Southeast Asian states together to co-operate. Candidates may also mention how British colonial and Commonwealth states co-operated to meet threats such as the Kronfrontasi in Borneo.

By contrast, candidates may mention the Kronfrontasi of the 1960s and the Cambodia – Vietnam War of 1978 as examples of a lack of co-operation. It may also be argued that the continuing influence of Britain and increased influence of the USA was highly significant in the development of relationships between newly independent states.